

Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*
Volume 16 Number 8

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FRANCES MAYFARTH, *Editor*

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Next Month—

■ Three articles will contribute to the theme for the May issue, "Having Fun and Playing Together." Florence Brumbaugh, supervisor of student teachers at Hunter College, New York City, has contributed an article on "Developing a Sense of Humor"; Lucile Allard of Garden City, New York, has prepared an article on "Leisure for Teachers"; and Margaret Millar of Central State Teachers College, Mount Pleasant, Michigan, an article on "Is It Work or Is It Fun" which has to do with everyday activities at school.

Paul Witty of Northwestern University and Beryl Parker of New York University will present "Research Needs in the Middle Grades;" and Jean Latimer, Coordinator of Health Education, Massachusetts State Department of Public Health, an article on "Healthful School Living." The article by Walter and Mildred Julian Isaacs on "Child Art As Real Art" originally scheduled for the April issue will be included.

So that a descriptive account of the A.C.E. Milwaukee Convention may be included in the May issue, it will not be mailed until after the Convention, and should reach subscribers about May tenth.

EXTRA COPIES—Orders for extra copies of this issue must be received by the Association for Childhood Education, by the tenth of the month of issue.



We made a map of our school district. The boys and girls are learning where their homes are located. Can you find the school?



Our pets pose for us to paint. Jane's bunny is a good model because he is still. We made a model stand for him out of a large box.



We made a lot of games for our library. Mary, John and all the boys and girls brought materials.

We have puzzle games about our neighborhood. The rules and score sheets were fun to make.

*Contributed by Katherine Bowyer and Mary E. Bailey,
Denver, Colorado*

**Varied activities which permit informal grouping
contribute to better understanding of each other.**

EDITORIAL FOREWORD

In This Faith

WE DO NOT SHARE the pessimism which dominates the lives of many earnest and sensitive-minded men and women today. Certainly we cannot lose faith in human beings just because men in high places have violated the responsibilities of their office; or our confidence in the inexhaustible resources in human friendliness, in the willingness of men and women to share with each other life's goods and life's values just because despotic governments have for a time organized their followers into looting parties which ravage the weak and the unprotected within and without their borders. We still hold to a faith in people and their everlasting capacity to create and perpetuate refined ways of living even in the face of large scale reversions to barbarism. We hold this faith because barbarism does not represent either what men most deeply want or what men most truly are. It is contradicted many times over by the will of untold numbers to endure with quiet strength the suffering imposed upon them and by the generosity of thousands who are ministering to the weary and the oppressed.

We must realize that we are living in abnormal times. We are undergoing today one of those great historical storms which sweep periodically through human affairs. This storm is shaking profoundly the economic, the political, the social and the spiritual order which men have labored long and patiently to evolve. Consequently we can at best salvage a portion of the harvest we have garnered; but this portion we can scrupulously conserve, mindful of the planting to be done when the storm abates and the sunshine returns.

CONSEQUENTLY, AS AGAINST fear and despair and hopelessness let us labor with confidence in the tomorrow; let us strive to embody in our lives and in the lives of our children now those principles of human relationship which constitute the groundwork of the tomorrow.—*Vivian T. Thayer, Educational Director of Ethical Culture Schools, New York City. (From the Bulletin of the Philadelphia Association for Childhood Education, February, 1940).*

The Child As A Consumer

WHILE IT IS estimated that approximately eighty-five per cent of retail sales are made to women, the children and other members of the household are obviously heavily involved in consumption and their requirements for goods and services are expressed in family operations. Alert advertisers have recognized that the demand created in children is an important part of the sales problem. In typical studies of children, such as those of Longstaff with the radio medium, it has been demonstrated that a very large percentage of children can associate brand names and products and that a substantial percentage of them report the use of advertised products. Parents frequently protest at the various devices employed to encourage children to bring pressure on the family for purchases. Extraneous awards for purchases appear often to be more successful in securing new customers than in holding them. Advertising is properly viewed as a powerful educational agency for children and adults both within and without the schools.

It is perhaps well to reiterate the conviction that the general processes of education lead to consumers whose wants are at a higher level than would otherwise be the case. The possibilities of consumption in the fields of art, music, and literature are directly dependent upon a recognition of these areas in formal and informal education. It is probably more than coincidence that the highest utilization of scientific advances occur in the areas of most extensive education. Programs of nutrition and health have direct and indirect effects on consumption. Programs in parent education lead to demands for better books and

improved toys and clothing. More specifically, however, what experiences may children have in school related to advertising directed to their status as consumers?

School Experiences With Advertising Materials

Schools frequently find advertising materials among the liveliest and most timely of the instructional materials at their disposal. Children typically seek such material whenever their activities lead them into the community or into investigations through correspondence. Their avidity may even at times constitute a serious problem to the producer of expensive materials who hesitates to take a long view. In child correspondence the need for clarity, the value of a counter signature by the teacher, and the desirability of acknowledgment are commonly stressed. The impressive variety of literature, posters, products, and motion pictures available is seen in summaries such as those published by the George Peabody College for Teachers, and by the Department of Education of the State of New Mexico. The writer has personally observed the effective use of advertising materials in the activities of children as obtained from railway, bus, airline, automobile, and radio companies; from the manufacturers of musical instruments, machinery, and special products and equipment, as well as from food processors as represented in the ubiquitous grocery store.

Are there any practical suggestions for advertisers and teachers on the preparation and use of materials? It is probable that advertising material receives a readier ac-

(Continued on page 370)

Can Adults Ever

REALLY UNDERSTAND CHILDREN?

Adults who really understand children are those who are able to relive with them the thoughts and feelings of childhood and who, having themselves become emotionally mature, can achieve a happy balance between tenderness and discipline in their guidance of them. Mr. Lawton, director and psychologist of the Bureau of Tests and Measurements and member of the English department of the Evander Childs High School, New York City, discusses two barriers which keep many of us from understanding and helping children. Although developed from the standpoint of parent-child relationships, this article is equally valuable for both parents and teachers.

IN ORDER to be happy, children need freedom, security and love. All persons have these needs, but children face a special problem since they depend entirely on others for proper emotional nurture. Their fate is tied up with the ability of a few crucial individuals — parents, nurses, teachers—to know them better than they know themselves. Lacking this, today's happiness is clouded for them, and tomorrow is seriously endangered.

Most of us really do not understand children nor are we emotionally equipped to face the problems involved in guiding the development of young people. When we look at a particular child, we see what we want to see and what we have been trained to see. Seldom do we view him as an individual without a parallel, endowed

with his own unique past and his own unique future.

However, the child's sheer, dogged biological hunger to force from life what he needs to be happy, beats desperately against the barriers we set in his path, and in this way arise all the serious emotional difficulties of children. The trouble may be revealed by tantrums, lying, fears, and cruelty, but the cause usually lies in us who have failed to protect him against our own ignorance or personality involvements.

What are these barriers which keep so many of us from understanding and helping children and why are we so often the very cause of their suffering?

The Barrier of Being an Adult

The first great wall between us and our children is the mere fact that we are grown-ups. Most of us are adultcentrics: we cannot even for a moment step outside the sphere of adult interests and concerns or set aside the grown-up way of thinking. Only occasionally is one of us gifted with an extraordinary sensitivity to the inner world of childhood. Such a person, either through recollection of his own childhood, or through powers of imaginative recreation, is able to project himself into the mind of another creature, and this one a child. These artists in understanding, in sensing moods and thoughts that lie too deep for words, are rare. Nevertheless, we who set ourselves the task of cultivating these gifts can achieve a good deal if we will systematically observe the behavior of children and study ourselves in our relationship to them.

The greatest problem in rearing children is still the same old problem—that of getting the child to fit into the adult scheme of things with a minimum of fuss and trouble for us. Though the names of behavior problems come and go in the psychological vocabulary, they are terms fundamentally for the conflicts between the child and the people who wish to control his behavior. We can make most children obey if we exert enough energy and are sufficiently heedless of the consequences to their personalities and mental health. And it is obedience (peace, we call it, and respect) we mainly want. We are little interested in learning that the children who actively revolt against our mandates may be testifying in this way to the soundness of their instincts, and that the passive youngsters who submit or withdraw into themselves—the ones we are apt to term “model children”—really may be of weaker fibre who sooner or later will develop serious emotional disturbances.

When we walk with a child, we slow down our pace to meet his because we know that his legs are shorter. But we overlook the fact that this same difference in stride obtains in the field of words. We think a child fully capable of saying what he means or of meaning what he says. A little girl out of a clear sky informs her mother, “I’ll kill you and cut you up in little pieces and throw you in the ash can.” The youngster, however, is not suffering from a homicidal mania; she merely wishes to express resentment but cannot verbally distinguish the degrees of hostility. It is her vocabulary, therefore, and not her filial feeling which is undeveloped.

We also assume that a child understands everything we tell him. When we travel in a foreign land, knowing only a hundred native words, we get some notion of what the conversation of adults can be to a child. Not only the words but the ideas we use must be adjusted to the

child’s knowledge. We take it for granted in giving orders or in reacting to his behavior that he looks at life and the world as we do, has our sense of values and our exact knowledge of what it means to be honest, well-mannered or considerate. Since the child’s inability to keep up with us here is not so apparent, we do not realize the need for a slower pace.

When we become impatient with a child’s actions, we overlook the fact that we did not learn our rules of behavior overnight. It has taken many experiences to teach us what to do or refrain from doing. In the course of growing up, we met with the same episode or incident again and again. Each time it re-occurred, it found us with a richer background in experience, so what we did not completely understand at first, we did as we grew older. All our wisdom really was a process of “re-understanding” familiar happenings. It was as if we were pushing a slightly ajar door farther and farther open.

Suppose little Joan passes an extremely stout woman in the street and cries out,

“Oh, Mummie, look how fat that lady is!”; or suppose Richard lets loose a flood of street-words that shock father’s sensibilities. That people do not make audible comments on a person’s peculiarities or handicaps, and that certain words are not conversational material are rules of conduct which the child acquires gradually.

Before we punish a child for misbehavior, we must pause to consider if he has the wherewithal in experience and maturity to have understood *in our terms* what he has done. Otherwise, we are likely to demand of him a knowledge of the world and of human nature greater than ours, when we relate this to his age. We must further ask ourselves whether we are inflicting pain in order to relieve our own feelings or in order to convey a lesson. If our purpose is instruction, it would be well to determine how punishment is su-

perior to explanation in this given instance. Infinite patience is one of the magic keys to the thoughts and feelings of other people and nothing so characterizes the adultcentric as his inability or unwillingness to await the slow unveiling of a young child's mind.

Where we find it most difficult to escape our adultcentricity, however, is in the field of the child's imaginative play. Life for a child is either extremely simple and straightforward or else most strange and mysterious. It is black or white; there are no grays, no finely differentiated shades of meaning for him as there are for us. We cannot follow him in his imaginative flights, just as he cannot appreciate those we design supposedly for his amusement. This is so, not because his mind is bizarre and incoherent and ours normal and orderly, but simply because the elements in his story-making and the patterns in which he puts them differ from ours.

Many of us have been astounded, whenever we have attempted to reach the child's level in our fancies, to discover how much more literal and realistic he is than we had expected. Our whimsies either pass unnoticed or confuse and repel. For example, during a walk in the park our little son calls our attention to the quacking of the ducks and we say, "Oh, yes, they are telling each other all the things they've done today." Instant is the reply, "But ducks can't talk; they have no tongues." He is realistic where we are fanciful.

On the other hand, the situation may be reversed. We see him pushing his way down the hall, his feet encased in two cardboard boxes. "My, what large boxes! Where did you get them?" Again he contradicts: "These aren't boxes; they're skis and this is a hill all covered with snow."

Most teasing, since it is based on the adult sense of humor and imagination, is disturbing to the child. When we tease we say one thing but mean something else.

A mother will tell her little boy, "If you run away again where I can't see you, I'll call a policeman and he'll take you away for good and I'll really never see you again." The child needs a firm, simple world. We cannot make him doubt the new facts of which he is sure without creating insecurity in him. Would *we* object to being teased if it meant casting doubt on the few things we hold most certain, among which is the continued presence of someone we love? Does the child object? Moreover, since most teasing of children is a device for satisfying personality needs in us, often the desire to inflict pain or to feel powerful, it does emotional as well as intellectual harm.

In training children we strive to make them conform to our standards and seek to give them our tastes and preferences. We like a child who possesses traits resembling our own, and find him admirable and worthy of our favor. When a child is different and dislikes what we like or enjoys what we find distasteful, we are repulsed and tend to thwart him. Should our own child turn out to be such an alien one, it seems like a natural catastrophe, and no matter how we may try to conceal our feelings he senses our rejection of him.

We like little children because we can take their love, their confiding ways, their requests for help, as a subtle tribute. We feel they recognize how strong, lovable and helpful we are. However, our attitude is self-contradictory. For though we want the child humbly to ask questions and come to us with all his difficulties and troubles, never may he present us with queries we cannot answer and thus forevermore establish our ignorance. Woe unto the child who does not supply a particular grown-up's need for flattery!

We are apt to take a patronizing attitude toward the child, though this we would most hotly deny. But we prove that we really regard the child as a human be-

ing in miniature—miniature in size, ideas, status, dignity—by not listening as carefully to his questions as we do to those of a grown-up. And if we hear them, we do not take them as seriously or think it behooves us to answer them as adequately.

It should not be thought that we take advantage of the child's size and weakness only in moments of anger. We do it as well in affectionate play. But we do it most of all in the give-and-take of ordinary conversation. That the child's emotional life is not being nourished properly, he shows by what we call "misbehavior". He cannot say anything about it, however, because he is not aware of just what is wrong. This is but one more instance of where we must know the child better than he knows himself.

The fundamental absence of respect for the child as an individual is shown by some of us when we permit ourselves to break faith with him, something which we would not dare to do with our peers. It does not occur to us that adult standards of ethics and proper human relationships apply to us and our children. Moreover, we, sure of the child's love, do not see the necessity of securing his good opinion. This is another reason why we tease and make fun of the child, sharpen our wits upon him, or punish him without real justification.

We want the child to understand us, yet always follow at a respectful distance, aware of our strengths but ignoring our weaknesses. He should make endless allowances for us, knowing exactly when we are sick or tired, worried, or wish to be let alone. We expect of him at such times a tolerance, wisdom and understanding as great as ours, and seek in him our equal. But a moment later, he is too young or too small to do this or understand that. All at once he has lost the equality which he acquires and retains only so long as it suits our convenience. No one but an adultcen-

tric demands of a child what he himself is not prepared to give.

The Barrier of Egocentrism

The second great obstacle to understanding children is that in addition to being adultcentrics, many of us are also egocentrics. The world revolves about our ego; we can never escape from our own strivings and the passionate concern for our own private happiness. What is worse, the egocentric uses the child to solve his own personality problems and to supply the deficiencies in his emotional life. This he attempts with everyone and everything, but in the child—loving, helpless and unsuspecting—he finds an object seemingly created with the most marvellous foresight for this end of furnishing him with the raw materials of his own self-fulfillment.

From day to day and from moment to moment the child is treated in accordance with our psychological requirements. If we kept a record of our good and bad days, and not merely those of the child as we usually do, we would discover a surprising relationship between our own moods and the child's behavior. But the egocentric, given a child who fails to satisfy his emotional hungers, concludes something is wrong with the youngster. Yet such a child may only possess an impulse of self-preservation which blindly resists psychological exploitation. Naturally, the egocentric cannot get along with children, since he is unable to give them what they should have for normal emotional development. Nevertheless, he is not to be considered a mean or vicious person, consciously trying to thwart their development. He simply does not understand himself and his own wants and wishes. In seeking satisfaction of his demands upon life, he continually knocks at wrong doors.

Why are we so blind where the well-being of our children is concerned? Because we are only repeating what was done

to us as children; or because, in attempting to prevent such a repetition, we go to the opposite extreme. When we do the latter, we totally ignore the child's behavior, or react to it in a very exaggerated manner. Though we think we remember our childhood, we really have forgotten it, because it was unpleasant. Not recalling our past, we think it never existed. Most grown-ups have built a wall between themselves and their childhood. But even though we shut our eyes to whatever reminds us of our own past unhappiness, and deem strange and unfamiliar what we do not wish to recognize, our childhood lives again in the childhood of our sons and daughters.

We are annoyed by a child's lip-twitching, nose boring, nail-biting or thumb-sucking. His fears and bad dreams may worry us. Perhaps we become angry at his lying, irritability and rage. Again, we are shocked by his departures in the realm of sex from what we regard as right and proper. But we overlook the fact that we, too, were once children, passed through all these stages and most probably manifested many of these self-same surface indications of inner tension. Though the "bad habits" of a child are his distress signals, the more desperate the call for help, the more likely are we to label him a nuisance and a disgrace to the family. And what is more poignant, the child may be pleading for help from the very adult whose emotional and mental difficulties are the cause of his own trouble.

In most families there is a struggle for power. We fear the loss of esteem and the coming of old age. We do not wish our children to catch up too quickly with us and will often tell the child to wait until he can do or see or know some particular thing, in the belief that he is unprepared for this new experience, which may or may not be true. But the egocentric, fundamentally weak and insecure, will employ this device more often than necessary in

order to impress the superiority of a grown-up and because he has a concealed desire for prolonging the child's dependence. The familiar remark, "I never was allowed to do such things at your age; I do not approve of children rushing ahead too far," actually is the eternal plaint of parents who do not want to be outstripped.

What if the child refuses to heed us without question and challenges our power? Should we be grown-ups whose sense of importance and authority is starved, our resistance will stiffen and we will in most righteous indignation deliver our ultimatum: "Who are you to oppose your will to ours! Right now we must break this obstinate spirit." We forget that the contest is not equal, since all the advantages in strength, knowledge and power are on our side.

The greatest inequality, however, lies in the fact that the need for love is very much greater on the child's side than it is on ours. An insecure grown-up also is unaware that obstinacy is a plea for help and a sign of danger. The child really is trying to say that the adult world has failed him in his time of need. Such lack of understanding adds the *feeling* of helplessness to the actual condition, and this is often tinged with despair when the child realizes the helper is at hand but will not come to the rescue, indeed may be responsible for the helplessness.

We are apt to style a refractory child "self-willed". But are we not the self-willed ones? To us it may seem as if the child always wants his own way. Yet that is exactly what the child would say of us if he could. He is sure of his own power until he meets opposition and loses, just as we are. Each adult thinks he can manage children until he discovers one upon whom he cannot superimpose his will, whereupon he brings in a verdict of "Child Unmanageable."

Consider how contradictory we are. We

tell the child: "So much may you do and no more. Have energy and spirit, but always take a cue and never give a lead. With other people stick to your own opinion and have a will and mind of your own. But with us, be obedient and submissive."

Some of us, fearful of the problems of rearing children, run away from all responsibility, giving rise to the tragi-comic situation not uncommon today of parents who are actually afraid of their children. We timorous ones decide that authority is bad because we neither know nor care to know the role a parent should play as teacher and guide. We would rather pretend to be a child among children, a Peter Pan. The child, however, requires authority and direction and expects to find differences in age among those about him. A grown-up behaving like one his own age surprises him as much as does a child playing the part of an adult.

We may say our child is given perfect freedom, brandishing a misinterpreted slogan in order to rationalize a weakness. The chances are that this is not true, and that the child is given liberty merely when it is convenient to us and then denied it with a subsequent change in mood. But should it be true, the result can only be disastrous, and both parent and child shall have a heavy price to pay for this complete freedom later on. Though the child should be constantly encouraged to do things for himself, to experiment and venture forth, he never should be made to feel that he is going to be left to his fate or that no one wishes to come to his help. To give a young child complete freedom is a sign not of wisdom, but of evasion.

The Child As a Social Unit

The more forward-looking attitude to-

day views the child as an independent social unit. He is born not for our pleasure or benefit, either in a material or psychological sense. Nor does he owe us anything, least of all a debt of gratitude for having been given the gift of life and graced with us as custodians. When we brought him into the world, we granted him rights not privileges.

A child is a new and separate individual endowed with his own needs. Temporarily these needs are met by us. But the real arena for their ultimate satisfaction is the outside world and that is what we must first realize and then teach the child. The greatest service we can render is to minister to him during his early years and then teach him, as fast as he can learn, how to dispense with us.

Since nearly all of us are adultcentrics and many are also egocentrics, who are the fit parents? Only those of us who have escaped both these pitfalls; those who are able to re-live with their children the thoughts and feelings of childhood and who, having become emotionally mature, can achieve a happy balance between tenderness and discipline in their guidance of children. Such adults, aware that the chief problems of a child arise in his relationship to his parents, make a great effort to know themselves and the extent to which they are influencing the child to act as he does. Armed with this self-knowledge, they are able gradually to liberate the child from his excessive attachment to them and from his dependence on their standards and goals so that he can form his own. Many wise parents have thus assisted in the creation of a free, self-reliant human being. It is such adults who really understand children.

WHAT we wish to see in the life of the nation, we must first put into our schools.—*Wilhelm von Humboldt*

Seven-Year-Olds

LEARN ABOUT THEIR SCHOOL

Mrs. Martin, a primary teacher at Des Moines, Iowa, describes types of experiences which helped her group of seven-year-olds to understand better the people with whom they lived and worked in their school environment.

EVERY TEACHER should have in mind certain experiences which she believes will enrich the social understandings of the group of children with whom she is associated. She should also be alert to interests of the group which will lead into these experiences. For example, one teacher believed that her group should better understand the relationships of the adults and children living together in their own school community. The following account describes how this better understanding was brought about.

How the Activity Originated

One morning a small group of children was reading about a rural school. They were surprised when they read the following sentences:

The school had one room and one teacher. Big children went to this school. Little children went, too.

A boy who was listening said, "I went to a school like that. We had one room and one teacher." He was asked to tell about this school, and after he had answered several questions, the children began to ask about their own school. They wanted to know how many rooms there were in Kirkwood School, how many teachers worked in it, and how many chil-

dren came there every day. A discussion followed during which they listed things about which they wanted to find out.

How the Activity Developed

Another list was made of the people who contributed to the welfare of the school. Then the children realized that they did not know the names of all of the teachers, what work the principal and the special teachers did, nor were they certain about the duties of the nurse and the custodian. They decided to visit all of the classrooms in order to become acquainted with the teachers and to find out what other children were doing.

Stories concerning these trips were written and filed in a scrapbook. Through pictures a record was kept of the work which they saw going on in each classroom.

When they discussed the work of Miss Heathershaw, the principal, the children could think of very little that she did in the school. The following questions grew out of this discussion:

What We Want to Ask Miss Heathershaw

What days do you come to our school?

Where do you go on other days?

What work do you do in your office?

What other work do you do in our school?

When was our school built?

Why is it called Kirkwood School?

How many children are there in the school?

How can we help to make our school a better school?

They then arranged for a conference with her and presented their questions. She an-

swered them and told many other things about her work.

Soon after this a visit was made to the nurse who told them why she weighed and measured them and how she took care of those who were hurt on the playground. The children asked what she had to do to become a school nurse and listened with interest as she told about her training. Back in their classroom the following composite story, typical of those concerning the various workers in the school, was dictated to the teacher:

Our School Nurse

Miss Barnett comes to our school on Tuesday afternoons and on Thursday mornings.

She weighs us and measures us.

She looks at our throats.

She tries to keep us well.

Sometimes she sends us home.

Miss Barnett is a good nurse.

A part of one morning was spent in following Mr. Moore, the custodian, around the school and observing him at work. The children watched him turn the stop signs, check the clocks, fire the furnace, carry out ashes, test the boiler water, check the room thermometers, wash windows, sweep and dust. They returned to their room deeply impressed with the vast amount of work which a custodian must do each day. It was then that they discussed ways in which they might help Mr. Moore, such as keeping paper off the floor, cleaning their feet before coming into the school building, and putting paper towels into the waste basket.

A few days later the traffic patrol boys were invited into the room. The children wanted to know how old a boy must be to be a patrol and how they individually could help the traffic boys. The boys explained what the signals meant and said that the ways in which second grade children could best cooperate would be by coming to school when they were on duty and by following signals promptly.

The above examples serve to indicate the types of experiences which made the everyday life of their own school more meaningful to these children. These meanings were further clarified as the children discussed the relationship of the various groups of children in the school community, as they developed better ways of overcoming difficulties which arose on the playground or in the schoolroom, and as they discovered ways in which they could help the neighbors through respect for property.

The Culmination of the Activity

At the close of the study of their school, the seven-year-olds gave an assembly program to which the parents were invited. Excerpts from a stenographic report of this program are included here since they show some of the learnings not indicated previously:

Lois: Daniel told us about his school in the country. He knew many things about his school. We decided to learn all we could about our school. Janney will tell about Kirkwood School when it was first built.

Janney: At first, our school had just four rooms. Then more children came to Kirkwood School and they had to build more rooms at the back. Still more children came and finally an annex was built.

Geneva: Now there are eight classrooms in this building and two in the annex. There is the principal's office and the nurse's office. There is a P.T.A. room and a gym room.

Lois: Here at Kirkwood School many teachers work together to help the children. Ronald will tell about the teachers in our school. (Ronald reads a chart giving the names of the teachers.)

Lois: We visited all the rooms in our building. Some children will tell you about our visits. (One typical example is given.)

Jerry: We visited Mrs. O'Connor's room. She is the assistant principal. The children were studying petroleum. They told us about it. My brother brought the petroleum exhibit. After the children had told us about petroleum they dramatized a story for us.

Lois: Many people plan ways to make our



From "All the Children"—Thirty-eighth Annual Report of the Superintendent of Schools, New York City

We became acquainted with the teachers in our school.

school safe and they plan ways for us to come to school safely. Some children will tell you about these people.

Mark: Firemen come and inspect our building. (Describes visit of firemen and the school fire drill.)

Bobby: Men down town plan ways to help children get across busy streets safely. This year there are new school stop signs.

Monte: The traffic patrol boys help children at some very busy crossings. (Describes the work of these boys.)

Lois: It takes money to run a school. Kenneth will tell about it.

Kenneth: It takes a lot of money to run a school. It takes money to pay for the coal and the electricity. It takes money to pay the principal, the teachers, and custodian. Our books cost a great deal of money. Our parents pay taxes and part of that money pays for this school.

Lois: Grown people cannot do everything for our school. We children must help, too. Some children will tell how we try to help make our school a good school.

Carolyn: We are trying to get along better on the playground and in school.

Donna Lee: When there is a new child in our room we show her where the toilets are and where to get a drink. We play with her at recess and introduce her to our friends.

Lois: We have told you some of the things that we have learned about our school and we have shown you some of our work. But we want you to come to visit us often. Then you can see how we really work here at school.

Any evaluation of the growth which came to these children through the study of their school is merely subjective. We know, however, that they became increasingly aware of the contributions to their welfare made by the various workers in the school. With this awareness they began to feel a genuine responsibility for making their contributions to the general welfare of the school. Gradually these ideas began to be translated into action and these seven-year-olds, to the extent of their abilities, began to make their school a better place in which to live.

What of the School Environment?

Should teachers tolerate dull, drab, dirty schoolrooms? Is there any school environment so hopeless that nothing can be done to improve it? Mrs. Millar of Central State Teachers College, Mt. Pleasant, Michigan, believes that the most important factor in improving the school environment is the teacher's own sensitivity to its shortcomings and its possibilities. The contributions of a pleasing physical environment to better living with each other cannot be evaluated.

TO FIND her rightful place in a community is the teacher's staggering task. What in her teacher training days would have helped her most? Pushing back to the most fundamental quality of a good teacher it seems that her greatest help must be her own sensitivity. Can the college train for sensitivity? That is a big question. But the college can discover sensitivity, develop it, and make sure that the people who leave its halls to teach have that all-important quality.

You as a teacher enter "the school." A rural school, as it often is, with its barren site, drab walls, and screwed-down desks, presents a real problem, for you wish to make school provide many experiences for effective living, working, and learning together.

Where can you begin? What should be done first? Perhaps the best approach is to strip the place bare of everything that can be taken away. If this cannot be done actually, it can be done mentally. Unscrew the seats and arrange them so that they are movable as individual seats or as

groups. This makes it possible to clear or partially clear the room for certain occasions and to group together children with common interests or tasks. While the seats are loose set them all out for an airing and you, as teacher, go in and look around. Take down the pictures, maps, curtains—anything that is left, and then think.

Perhaps a reading table can be found to be put near a window. Even if there are only two or three chairs and a few attractive books and magazines it will be a start toward making the room less formal, more comfortable, easy, and homelike.

In many one-room schools there is a piano which usually sits diagonally in the corner opposite the teacher's desk, or against the side front wall. A piano is important and desirable but an old, upright piano is not a good-looking piece of furniture. It may be made less conspicuous and at the same time easier to use if turned with its end against a side wall and its back toward the room or reading table so that the light from a window will fall on the keyboard and music rack. To the back of the piano may be fastened wallboard to be decorated as a screen, some shelves for books, or a seat. Thus equipped the piano may be used to form an alcove, a welcome break in an otherwise coldly square or rectangular room.

Now the windows, and the first remark is, usually, "The room is so dark that I dare not plan for curtains." If that is the case, consider walls and woodwork next. Paint them both off white; that is, warm the white paint with a little raw sienna or ochre. This will make the room seem

much more spacious, open, and free. And you may have curtains without cutting off the light. Hang them beside the windows rather than over them. This gives the room all possible light and the cheery and softening effect of the curtains as well. Theatrical gauze makes beautiful curtains and can be had in good colors at twenty-five cents per yard. Such material will add more life to the room than cheap, heavy prints or monk's cloth.

Children Help to Plan the Changes

As soon as you see the possibilities for making over your school and before you begin doing anything about it, present the problem to the children and permit them to participate in the planning and the changing. They will have good ideas; use them and build from them and the school will belong to all of you and all will feel responsible for it.

If the school building is warm continuously, plants and aquaria add much to the pleasure of school living. If it is unheated on week-ends so that plants and animals would freeze, there are many woods things that add color and interest—branches of pine and hemlock, bright leaves and seed packs—which may be placed in window boxes either outdoors or indoors. To add a little color and emphasis the children may make a wall hanging of block printed textile.

Teachers in rural schools often do very little to beautify yard and playground, and yet it could be so easily done. Begin with a clump or a hedge of evergreen and deciduous shrubs or some door-side plantings. Most schoolhouses stand upon the grounds bold and stark. A little foundation planting will do wonders.

Many problems will arise which the children will enjoy solving: yardage and cost of curtains, color, texture; numbers of square feet that can be painted from one

quart of paint; good paints to buy; kinds of plants that will stand transplanting, kinds transplanted better in the spring, in the fall; what should be done to the soil to ensure successful planting; how much watering and when?

Here are real, practical and interesting problems in mathematics, science, and art, and much reading and research will have to be done to solve them. You as teacher must insure a large measure of success to your children by assisting them in getting the best possible information so that their undertakings may proceed in the best possible way.

Only a few days ago a teacher with sensitivity opened a rural school and made an approach similar to the one suggested above. Here is a description of some of the problems she faced and how they are being solved:

The schoolhouse faces east and is situated on a bank somewhat above the highway. The school driveway was washed into such deep gullies that it was unsafe. There were no trees or shrubs near the building, nothing to break the monotony of the barren, eroded schoolyard except an old iron pump and a fuel shed, both far enough from the schoolhouse to necessitate, in inclement weather, a chilling dash for fuel and water.

Inside, the upper walls, originally a buff or putty color, were gray with smoke and dust. Near the heater the paint curled like autumn leaves and like autumn leaves was about to fall. The wood trim and wainscot were painted a dark brown. There was a platform, remnant of the days when the teacher must have this vantage point to maintain discipline, across the front end of the room. The regularly sized windows were all on one side, unfortunately the south, so that on sunny days there was a glare of sunshine on white pages unless this source of light were shut off. There



was a piano as dark as the wainscot, two cupboards and a large map case of the same color. High on the walls near the ceiling hung four pictures—one of Washington, one of Theodore Roosevelt, one of a shepherd and sheep, and a reproduction of a Corot, as well as a large dark brown clock which the children said had not kept time for some years.

The teacher entered this school with her children and with them is making it into a different place. Already the driveway has been taken care of, and all the movable dark brown things except the piano have been taken from the room. The children are washing the walls preparatory to painting them and have arranged a reading table and a screen wire cage for visiting insects and small animals. They are working on a plan for changing the desks which now stretch from front to rear in unrelenting rows, so that children and teacher can get together in conversational and work groups. Already some planting has been planned and an appointment has been made at a nearby college for con-

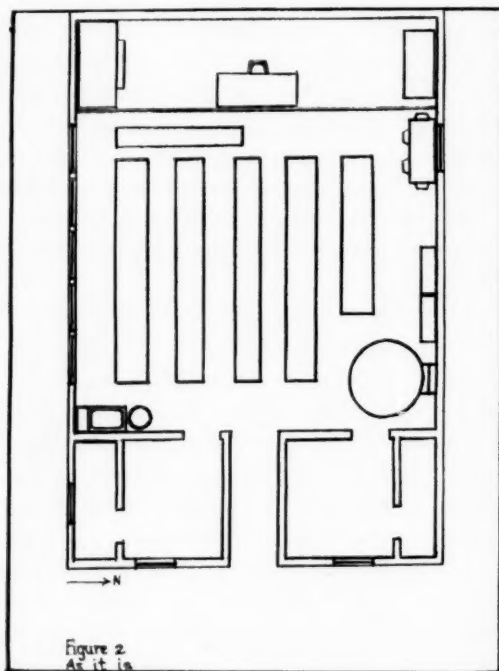
sulting a specialist in planting and landscaping.

Though the children, in many cases, are thin and poorly clad, the glow of contentment on their faces is a joy to behold.

A Solution to Rest and Storage Problems

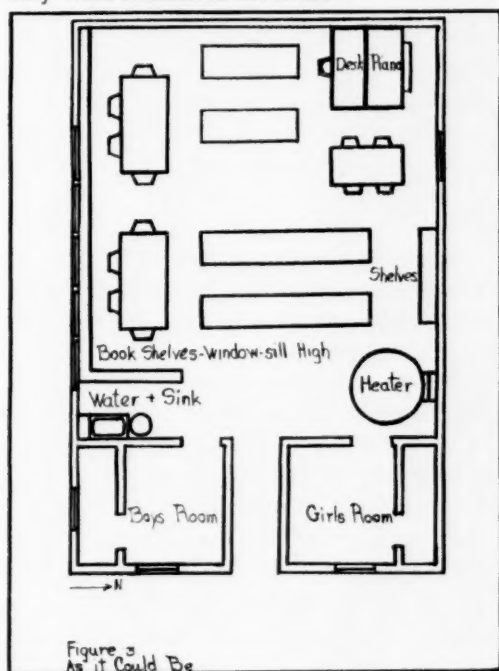
A supervisor of rural kindergartens has this problem. The rooms have cold, oiled, wooden floors. What provision can be made for resting under such conditions? This solution is under consideration:

The schools are in a locality where lumber is plentiful and can be had reasonably. The plan is to build one or more platforms, hollow, tight—one side wood and the other Celotex or soft wood—with an air space between. These platforms will be hinged to the wall near the floor and lifted by means of small pulleys. When lifted and secured against the wall they will be used as bulletin boards low enough for the children to reach. If the bulletin board side is rimmed with a wooden



moulding to keep it from resting on the floor when let down, pictures and material need not be removed each time. When the platforms are let down they will provide a clean surface, less cold than the floor, on which the children may rest, work, and play games.

Storage space is usually a problem which can be solved in part by building cabinets. Figure 5 (page 354) illustrates a commodious one which serves many purposes. The shelves are large enough to store drawing papers 18" x 24". The top may be used as a worktable or reading table. Skids or rollers will make the cabinet easily moved. If two such cabinets are built they may be placed one at each end of a window seat thus making an attractive unit, or they may be pushed together if a large working surface is needed. This particular type of cabinet was planned for an elementary school that had no space for an art laboratory. Two of these cabinets placed in a hall alcove provided a laboratory with materials at hand.



Rural schools do not have all the problems. Crowded consolidated schools with little money present similar problems. There are also schools that are over-decorated and over-equipped often because there is some person or group of persons in the community particularly responsible for and fond of these things. This excess equipment and decoration are almost harder to bear than is the lack of any at all.

We need schools that are well but simply built—well-heated, well-lighted, sanitary—but with rooms in which children may play and work without fear of spoiling things. (Did you ever see the delight that creeps over children sometimes when they come face to face with an empty room?) Big wall spaces are needed that can have things thumb-tacked upon them—made of something that tacks would not mar too much. Instead of appropriating slick paint and varnish, fancy borders, and colored glass windows, provide a little more money for really educative experiences and for the janitor so that he will be

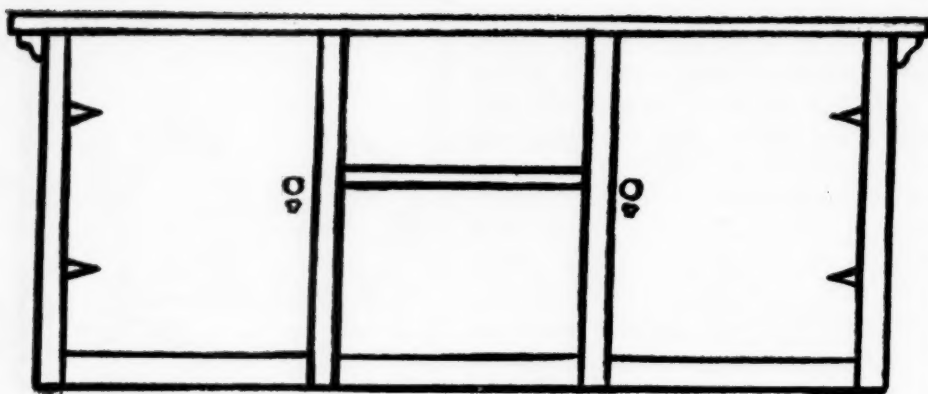


Figure 5
Scale 1" = 1'

The cabinet supplies storage space and a broad working surface.

willing to mop floors, not at set times but whenever they need it. There are so many educational needs and so much educational money tied up in things that are unimportant.

Expensive buildings are constructed which are so inconvenient and poorly planned that they sap the energy of teachers and students—energy that could go far if free for constructive effort. Some schoolrooms expensively decorated have such poor acoustics that teachers and children become tense and irritable. Often so much is spent per cubic foot of school that the schools resulting are too small, and when a crowded unhealthy situation results—there is no money to provide additional space.

Teachers Should Help Plan Schools

The people who live in schoolhouses should help to plan them. It is the teacher's responsibility to know how schoolhouses could be better so that when they have opportunities to help plan them they can do it well. They will then be asked to help more often.

We should not find—but we do any-time we look around—new schoolhouses

with bad acoustics; with poor or inadequate light and ventilation; with poor play and exercise facilities for all kinds of weather; without storage space or with cupboards too small or too deep to be convenient to use; without space and rooms for children to be apart, at times, from the larger groups. The list could be extended indefinitely. We find such schools on every hand. Many of them that fall so short in real necessities for school living have expensively constructed and ornate cupolas, doorways, lighting fixtures, drinking fountains, exhibit cases with glass so carved or leaded that you can hardly see what is within.

Then, too, why are so many of our schools set in barren, ugly spots when there are streams, woods, lakes, mountains, and lovely views all about us? We either do not think or are not sensitive to the richness that we shut from our lives. We either do not think or are not sensitive to the energy that is consumed by inadequate and poorly functioning surroundings and equipment. The teacher can change these things and she must, not *for* the people of her community but *with* them, for only in this way will the changes take root.

Child Participation

IN COMMUNITY ACTIVITIES

In answer to many requests for an article dealing with the subject of children's participation in school-sponsored community activities, the Association for Childhood Education sent a questionnaire to one hundred and six teachers in almost every state in the United States. The questions asked were directed toward the types of activities in which children are asked to participate, the nature of that participation, and the learning outcomes. They are as follows: (1) In what school-sponsored community activities do your pupils participate? (2) What is the nature of the children's participation? (3) About how many hours are spent per child per year in these activities? (4) What learnings do you feel the children get from participation in these activities? (5) What evidences make you feel the children have learned these things? (6) Do you feel the time and energy worthwhile from the standpoint of child development?

The replies to this questionnaire were classified and forwarded to Miss Hooper, director of elementary education, Newton, Massachusetts, who has prepared this analysis and interpretation. Miss Hooper's implications supply "food for thought" concerning school-sponsored community activities.

IT IS SAFE to say that over a period of years education has been concerned more with the child as a growing young citizen than with the teaching of subject mat-

ter as an end in itself. The classroom today is a community in which children, according to their maturity, are learning to live together. In an environment which offers many opportunities for making choices, for participating in formulating rules for social living as the need for rules arises, for learning through first-hand investigation and freedom to question, children are gaining characteristics which it is hoped will eventually help them become competent citizens of a mature world.

In this small school community the child learns not only to make adjustments but why he must make them, not only that rules for social living are necessary and must be obeyed if he is to live happily with the group but that he has a responsibility for making these rules and for keeping them. As he experiments and investigates and questions, he comes to understand people better, to share his experiences with them, and to call on the members of the group to help him in his undertakings. Activities in which he is engaged in this classroom community are vital to him, and little by little he comes to understand the part he must play in making the community a desirable place in which to live. He comes gradually to know, too, the part which others play in his happiness.

Participation in Community Living

Is this experience in social living over which the school has control being limited to the classroom? Or is the school holding itself responsible for helping children

to participate intelligently in life outside the school, to understand the need for law and order, to appreciate the part agencies play in making the community what it is, to desire to do their part in making their community a better place in which to live?

These objectives certainly cannot be reached except by vital participation in community activities. The school cannot hope to build desirable attitudes and a will to do simply by being silent observers of what is going on in the larger community outside the doors of the classroom.

One comes to know the value of the services rendered by the postman, the policeman, the minister, the milkman, the groceryman by having their services concern him personally. When one eagerly awaits the postal answer to a request to visit an airport, the postman with his mailbag becomes of vital concern, and the speed with which the answer comes or does not come immediately puts new meaning into services rendered through the mails.

If the letter is late in arriving, and we learn that it is because our letter went astray, it leads us to question why. We may learn that we did not take the necessary care in addressing the envelope; we may have forgotten the stamp or not have included enough postage; we may have forgotten our return address.

Such questioning and doing something about it ends in an understanding of our responsibility to the mailman as well as his responsibility to us. Communication by mail becomes a matter of mutual concern.

Recognition Through Contributing

When queer little Johnny who stutters and stammers and hangs back from the group invites us to his home to see his baby goat perform and the hutches he and his father have made for his rabbit family, Johnny begins to take a place of importance in the group, for he alone has

the answers to questions we have wondered about for a long time.

Responsibility Through Contributing

When we make a school garden and look forward to a picnic in the woods with lettuce and radishes which we have raised we are learning to keep not only our garden but other gardens in the neighborhood from being mutilated.

Appreciation Through Contributing

And if we, as a school, are asked to participate in a community flower garden campaign and are asked to send our own representatives to plan the campaign, community responsibility is more than a slogan to us—more, much more, than had we simply been told by a member of the garden club or been asked to send the superintendent or principal to participate.

If we are asked to send representatives to sit with the City Council to discuss problems which will affect us—such as playground rules and regulations, limitations on Fourth-of-July celebrations—and in so doing we come to mutual agreements, we know why city ordinances must be passed which limit our activities. It is only when and where the life of the community touches us personally that we participate with the greatest degree of energy and satisfaction.

Their Value for Children

The returns from the questionnaire described in the editorial comment at the beginning of this article should prompt us to a searching study of our aims for pupil participation in community activities and the means we are using to attain them. The wide variety of activities, thirty-six in all, in which pupils participate includes many which directly concern the pupils. Among these are concert or movie drives, holiday celebrations, book week, pet and bicycle parades, Girl Scouts.

Boy Scouts, bringing toys to be mended by firemen. Any one of the thirty-six, in fact, might possibly have some vital meaning for the group participating. Even the Parent-Teacher attendance drives which too often have little value for parents, teachers, or children might conceivably be motivated by a desire of the children to solicit the interest of their parents in some mutual undertaking such as planning to beautify the school grounds, planning excursions to community centers, providing for safe and sane celebrations.

The nature of the participation is perhaps more important than the type of activity from the standpoint of the educative value. Answers to this question lead us to believe that teachers have reason to question the value of participation and to resent the time and energy required for both them and their pupils in helping the school "do its part" toward making the activity successful.

By far the largest form of contribution mentioned was money—contributing money, collecting money by canvassing neighborhoods, presenting pay programs. There is some doubt as to the educative value of the first two forms mentioned. Too often the pressure brought to bear on children and on families who are financially unable to make money contributions to school and community enterprises leads to learnings that are not altogether desirable. The child who cannot make a contribution may be shunned by his fellows because he fails to help his group reach one hundred percent in a "giving" campaign. This may add to a feeling of insecurity which he already may have because of family economic conditions or it may lead to his gaining funds through means which are not socially approved. In the latter case punishment results, and within the child a confusion of standards because he cannot reconcile the pressure brought to bear on him for making a contribution

and the punishment which follows the making.

Taking part in parades, the next form of participation insofar as numbers are concerned, will also be of doubtful value for the child unless he has had a part in suggesting, in preparing for, and in managing them. Long hours spent in preparation for competitive participation in parades will very often result in parent or teacher rather than child participation.

Among the remaining forms of participation are three which deserve special consideration because of the possibilities they hold for vital social learnings. These are first, *planning* and cooperating *with* the City Council or Chamber of Commerce for safe-and-sane Hallowe'en and Fourth-of-July celebrations; and second, *planning with* the Parent-Teacher Association for new bicycle laws. In each of these activities the words *planning with* have special significance. It is through just such planning that adults and children come to understand one another's point of view and that mutual cooperation rather than imposition from above develops. It is through such planning, too, that children learn to take on community responsibilities and to see the part which they can play as members of a larger group. Only to the degree that participation in the community activities ties in with pupil purposing will learning result which has meaning for the participant.

The value to a child of participating in such activities as programs, excursions, making gifts for candy boxes, mending and sending toys to families at Christmas-time, making posters, cleaning up yards, depends upon the degree of pupil purposing and the energy expended in fulfilling the purposes. If the pupil himself sees a reason for taking part and enters into it wholeheartedly he will no doubt experience the satisfaction of cooperating, sharing and sublimating his own interests to

the interest of the group. He may come to appreciate the value of group effort and undoubtedly his own thinking will be stimulated and his ideas expanded in the "give-and-take" of group planning. This means personality growth for the individual and richer living for the group as a whole.

What Do They Learn?

The long list of learnings cited by teachers as outcomes of child participation in community activities includes such traits as cooperation, community-consciousness, responsibility, loyalty, citizenship. There is so little objective evidence from the questionnaire answers that these learnings actually resulted that one wonders if teachers may be reading into the experience their own wishful thinking.

This lack of evidence was undoubtedly due to the fact that the activities suggested failed to take the learner into consideration. Activities largely of a grown-up nature, starting from adult purposing, result in subtle learnings often very different from those anticipated.

What the child experiences when he brings food cooked or bought by his parents for the Thanksgiving basket is quite different from that which the parent experiences. The parent's part is that of sharing. The child may learn to think of a less favored economic group as a group to feel sorry for or to put in a different social grouping from his own, or he may

have a feeling of pride in something to which he has no legitimate right.

A growing interest in what is going on in the community as indicated by the children's questions and their voluntary participation in community activities, a growing use of the library as evidenced by their visits to the library and the types of material called for, a growing participation in group undertakings in the classroom, a willingness to participate in the making of classroom rules may result from intelligent participation in community activities, but perhaps the most significant learnings cannot be put down on paper.

The change in the individual which is expressed in his evident growing feeling of security, his "outgoingness", his desire to be with others, his growing respect for other people as shown by his manner toward them is difficult to define but nevertheless, they are evidence of his learnings. Perhaps as one person who responded to the questionnaire indicated, observation over a period of years is the best source of evidence we have of his learnings and perhaps these cannot be defined.

The majority of people responding to the question, "Do you feel the time and energy worthwhile from the standpoint of child development", answered, "Yes", with no qualifying statement. But one answer and one only to this question gives us food for more thought. Perhaps this answer is a fitting close for this review: "not always; it depends upon the activity."

Primer Lesson

Look out how you use proud words.

When you let proud words go, it is not easy to call them back.

They wear long boots, hard boots; they walk off proud; they can't hear you calling—

Look out how you use proud words.—*Carl Sandburg*

We Learn To Read

WITHOUT PRESSURE OR SHAME

*"Children are social beings and will grow best in a social atmosphere where each has a chance to live and contribute according to his ability. Growth in academic skills should not hold a more important place than emotional, social, or physical growth. Every child has within him the dynamic urge to grow and it is the business of the school to provide an environment where, without pressure but with sympathy and understanding, he can follow his own growth pattern and at the same time develop those characteristics which make him an acceptable and useful member of his group." Thus Miss Reese, teacher in the primary school, (first through fourth grade) Highcrest School, Wilmette, Illinois, introduces her article on reading. It was in this same school that Mr. Lane found "Susie" about whom he wrote in the November issue of *Childhood Education* in his article, "Child Development and the Three R's." Miss Reese reports that "Susie" who learned to read just a year ago "tested fifth grade and six months yesterday" (February 15, 1940).*

OUR SCHOOL works as a unit. The environment is much like that of a good home where children are free from artificial incentives for learning and are not expected to meet adult standards of behavior. The children initiate, plan and carry out activities which they as individuals and groups have found both necessary and satisfying. Living in this environ-

ment each child has developed a feeling of security and a sense of belonging as he has shared in the planning of each day's work.

A day planned cooperatively by teachers and pupils is vastly different from the one where definite time is set aside for the learning of the three R's and a more or less rigid time schedule is followed. Here the teacher and the group come together to discuss and to plan, not only the things which they wish to do but also things which need to be done in order that the group may live happily together. This daily living entails many social obligations on even a group of six-year-olds.

In the discussion of plans the teacher, as the more experienced member of the group, acts as a guide and counselor rather than one who dictates plans. It is she who coordinates and leads the children into new and interesting activities. In a day thus planned, time is given for informal visiting, a free-choice work time where children can follow individual as well as group interests, time to take care of lunch room responsibilities, time to write stories and letters, a time to enjoy music, and a time to share and enjoy books and stories.

We Teach Reading

It is only in such a social environment that reading or any of the other skills can take their rightful place as useful and effective tools of better living. Over a period of four years we have had an unusual opportunity to see how growth in reading takes place in individual children and to what extent it functions in their daily lives

as they plan and work together at school.

We do not think of reading as a skill to be learned separately and apart from the daily life of the school, but as an integral part of the living that goes on each day. First grade children cannot live and work together without finding a need for recording happenings; for writing names, lists, letters, and for sharing stories. As these needs present themselves the teacher uses reading and writing and thus the children become acquainted with these tools as a necessary part of their living.

When our children come to first grade we are at first more concerned with the quality of their living than with the acquisition of subject matter skills. While we are anxious to preserve the individuality of each child, we know that happy and satisfying living cannot take place until the children have had many experiences wherein there has been a need and an opportunity to share together.

It is through such shared experiences that a background for reading is built. It is at this time that the group feels a need for planning the day's activities. This planning period provides one of the first opportunities for group thinking and discussion and also affords a need for recording.

We have a feeling that children do not learn in little parcels of reading, writing, and language that have been set out to be learned, but rather that they learn a bit here and there as they go about their business of daily living. They learn language in a visiting time, where teacher and children share interesting experiences. As we listen to the animated conversation of a six-year-old while he relates a personal experience, we realize that we do not need to worry how to teach him to express himself more effectively but rather how to preserve this freshness and vividness of expression. The free-choice work time not only affords an opportunity

for individual and group planning (with critical thinking and evaluation as natural outcomes), but also a situation in which children are free to talk and visit as normal human beings. This ability to express oneself and to communicate successfully with others is a necessary skill as a foundation for reading.

We believe that writing precedes reading—that is, before reading can have significance for the young child he must have had real experiences with written symbols. This usually comes first by seeing an adult writing or recording things he wishes to remember. No doubt the concept of the written symbol comes much earlier than we have thought. I heard a two-and-one-half-year-old youngster say: "I want to write names. Write my name for me." He probably has received gifts with his name on them and his mother has said, "This is for Walter". I have seen the same child take the adding machine list from a sack of lemons and ask, "Mommy, what does it say the lemons cost?"

This child is getting his first concept of reading as meaning, and he has learned from his shopping experiences that what is on the paper has some connection with money. It is through these experiences that the written symbol has acquired meaning for him.

Not until the child has had many contacts with the written word as a symbol, with meaning for him, can reading be anything but a drill and mechanical process. As he watches the teacher write that which he has a need for her to record, he becomes conscious that just as words sound differently they look different, and he gradually differentiates the various symbols. If he is ready for the reading process he soon recognizes the individual letters and then begins to associate the appropriate sounds with the letters.

It would seem significant to point out at this time that from our observation of

one hundred twenty-five children over a four-year period, this ability to name letters and associate sounds with them is the most satisfactory single index for judging a child's readiness for reading. It would seem to be more indicative of present readiness and a better predictor of probable reading success than any one of these: mental age, intelligence quotient, reading readiness scores, or experiential background.

However, this does not tell us what previous learning experiences have made this ability possible and it certainly does not hold nor is it meant to be implied that we should start drilling on the ABC's (or letter recognition) and phonetic combinations before a child can learn to read. This skill should be looked upon as a stage of inner growth wherein the child has reached a state of awareness as to what letters, words, and writing really are. Until this "feeling" for letters is present, to drill a child on reading will be to practice him in confusion and thereby build up a feeling of failure and inadequacy.

It would be well for teachers of beginning reading to investigate carefully the previous learning experiences the child may have had which aided in the development of these factors, and then make provision for this type of experience in their classroom activities. In the group, whose reading progress will be described in the remainder of this paper, all children who have this letter discriminating ability—irrespective of intelligence quotients, mental ages, or experiential backgrounds—have learned to read easily, and those without it have shown little reading progress.

How Reading and Writing Grow and Take Their Place as Tools

We feel that reading in the beginning stages should be for recording and enjoyment; yet we are anxious to create an awareness that much information can be

secured from books. We have kept a record of the group which came to us in September, and we shall hope to show how our reading program became an important part of the school life.

After this group of five- and six-year-olds had lived, visited, explored and played together for a few days they found it necessary to make some plans in order that time could be allowed for all they wanted to do. At first, only two or three items such as—"We want a work time. We want to play games. We want to hear a story"—were recorded on the board by the teacher. The time taken for doing this was about as long as the children's span of attention lasted. Now as this is being written in February the group's attention span is such that they can plan a day like the following:

We want a visiting time.
We want a work time.
We need to finish our newspaper stories.
Some of us will write our thank-you notes.
We want to sing songs with Miss L.
We need to make new pictures for our room.
We want some time to read and enjoy books.
We want to hear a story.

The group has not only made growth in attention span and more detailed planning, but can spell most of the words used in the plans. Now several individuals are feeling the urge to write the plans on the board. The teacher was called from the room the other morning just as the group had come together for planning time. When she returned, "Plans for Friday" with four plans under it had been written on the board by one of the boys.

At the end of the day the plans were checked to see how many of them had been carried out. At first the teacher read each plan as it was checked but soon a child was saying—"Let me find and check where it says, 'We want to hear a story'."

Each time the plans were written or checked the teacher was conscious of and watched for signs of reading readiness. One of the first was remarks like—"There you go writing 'we' again. I can see six 'we's'". "I know where 'want' is; it starts like 'we'. 'Make' starts like my name." "If fix had an 's' it would be six." These comparisons were encouraged by the teacher but no attempt was made to have the children learn any of the words.

The next step in the recording process came when George brought an owl to school. We needed to use science books to find out about it. These interesting findings were recorded in a big book. Next, Danny and a turtle arrived and the science books were consulted again to find the needed information. This story was added to our book:

Our Turtle

Danny brought our turtle.

He is a painted turtle.

He eats flies.

He walks slowly.

He pulls his head and feet inside his shell when he is afraid.

We named him Scratchy.

He will dig a hole and sleep all winter.

A mother turtle lays many eggs in the sand, then she goes home.

The sun takes care of the eggs.

When they hatch, the baby turtles go to the pond.

Danny's grandmother found Scratchy by a pond in Michigan.

In a few days Jim's dog came to school and was admired by all. It was felt that "Happy" should have a place in the room book. This led to a deluge of dogs and also of mothers as it was necessary many times for a mother to accompany the dog in order to take it home. In this way the mothers had a chance to share in the writing of the stories.

Coppy

Coppy is a red-brown dog.

He is an Irish Setter.

He is Timmy's dog.

He does tricks.

He can find things.

He came to school.

He came with Timmy's mother.

Patty announced one day that she thought the book should be called, "About Ourselves", and that each child should have a story about himself in it. So far the teacher had made no attempt to simplify the stories but had used them as a means of developing group interest and an interest in recording. However, she felt that a simplified form, with many repetitions, was necessary if most of the children were to develop a reading vocabulary. Therefore, as the child told his story, he was encouraged to tell just two or three things about himself. It was interesting to note that even in this simple form the children were able to vary their stories.

Danny

I am a boy.

I have twins.

One baby is a boy.

One baby is a girl.

I am six.

I like to play.

I have a dog.

I go to school.

Patty

Here I am.

I am Patty.

I am six.

I go to Highcrest.

My mother is nice.

I have a brother.

He is three. (3)

He will be four. (4)

I like to play.

I have fun.

While these group recordings were going on the children were finding many individual needs for writing. Our director re-

ceived many letters asking about her baby. As answers were received a perfect avalanche of letters appeared on her desk as every child looked forward to a personal answer. Two teachers and the bus driver had a birthday and so letters and cards were again in demand. It is important to note here that the adults connected with the school respect these letters and send an answer either to the individual child or to the group.

Many other real needs for writing were encountered during the first months of school. Original pictures and picture books called for stories to make them more interesting. Several children with little ability to read find real pleasure in dictating stories to go with pictures. This story was dictated by a bright child who has the vocabulary of a ten-year-old but who has not yet learned to read:

Pitter-Patter

This is a tent. All around the tent there is a fence. On the fence there is a boy. On the other side of the fence there are some corn stalks. On the left side of the tent there are two apple trees. It is raining. It is cold outside of the tent. Inside of the tent the rain sounds like pitter-patter-pitter-patter. Inside of the tent it is warm because there is a fire in the tent. The tent is made of a daddy deer skin. A hunter killed the daddy deer. The daddy deer has a baby. The hunter took the baby deer home. The mother doe felt very lonely without her baby.

This illustrated story book was taken home and proudly shared with an understanding father and mother. This child is respected by the group for his artistic talent and good ideas and will have no need, in such a school situation, to develop serious feelings of inadequacy even though he may not read for two more years.

In this type of group living one activity leads to another so quickly that it is the teacher who feels the pressure to keep up with the ideas of the group. The children were anxious to share the stories in their room book with their mothers so we have

begun typing them and making ditto copies to take home. The children illustrate their stories, read them from the chart while the teacher types, and then turn the ditto machine for their story. This gives them many opportunities to have a real share in the finished paper that goes home. A note accompanied the first paper asking the parent to share it with the child, but not to expect him to read it.

Much time each day has been devoted to the sharing of stories. All gather on the rug and either listen to the story being read by the teacher or look at story books. The teacher takes time to explain in answer to questions—"What is a fortnight? What does invisible mean?"—and reads statements under pictures in books when a child asks, "What does that say?" It is interesting to note that the first request to have words written came from one of the younger children who wanted all the names of the people in *The Wizard of Oz* so she would know them in her book at home.

This story time was an enjoyable one, and when the Christmas tree was set up it was noticed that each day as the children finished cleaning up after work time they went to the rug and took books from the bookshelves. The teacher joined them as soon as possible and so a new type of book time grew up. Many primers and pre-primers were added to the shelves. She showed some of them to the group and explained that many words they knew from their plans and charts were in these books. Soon the children were announcing that they could read a whole book. This was the beginning of independent and group reading which has become one of the favorite events of the day.

Factors Necessary for the Success of an Informal Reading Program

Growth in reading in this natural, functional way can only come about if:

(1) There is no pressure on teacher or pupil to accomplish a certain amount in a set period of time.

The teachers in our school know from experience that some children will read at the age of six and a few not until they are eight years old, but if there are no physical defects the eight-year-old will read if there has been no emotional blocking set up from a sense of failure due to pressure. We have eliminated most of the home pressure by parent education. When a parent knows that frequently a bright child does not learn to read in the first grade the old stigma of dullness is removed.

In the present first grade group the parents were invited to tea and all available data on "Learning to Read" were presented to them. It was pointed out that while we were interested in having each child learn to read, that was only one part of the total adjustment he needed to make. It would seem significant that no parent has shown any undue concern over reading. It is felt that this has been a major factor in the happy progress of the group.

(2). The respect of the group for the individual is not dependent upon the child's skill or ability in reading.

With pressure and concern for reading removed from both teacher and parent the children do not attach any more significance to being a good reader than they do to writing a nice letter, making a good puppet show, doing good thinking, or doing a good job of scrub-

bing the easel. The one who reads uses his ability to help others in the same spirit as he would hold the dustpan for someone sweeping the floor.

(3). There are no ability groupings for reading.

As soon as ability groupings—according to success in reading—are set up, no matter how carefully the teacher tries, these artificial standards are there and when a child fails to meet them, he has a feeling of guilt. The child in the school, like the baby in the home, is anxious to try out new things and wants to become more and more independent, but loses this desire if the expected goals are beyond his present powers of achieving.

(4). The entire life of the school and of the room is one of real living in which reading and writing take their natural places as social rather than mechanical skills.

The room book still grows because new things are always happening to the group. Patty has been sick in the hospital so "More About Patty" needed to be recorded. Ann has a new baby brother and surely he must have a place in our book. Thus life goes on and we learn to read with no adult pressure, no ability groupings, no flash card drill, and no workbooks.

The Worm

When the earth is turned to spring,
The worms are fat as anything,
And birds come flying all around
To eat the worms right off the ground.
They like worms just as much as I
Like bread and milk and apple pie.
And once when I was very young,
I put a worm right on my tongue.
I didn't like the taste a bit,
Of course I didn't swallow it;
But, oh, it makes my mother squirm
Because she *thinks* I ate that worm.

—From *Jane, Joseph, and John* by Ralph Bergengren
Published in *Let's Travel On* by Gates and Ayer, (Macmillan)

The Why and How

OF NON-ORAL READING

This article describes the Chicago Plan for Primary Reading as evolved by Mr. McDade, former assistant superintendent of Chicago schools, who originated the idea. The plan is in reality a philosophy rather than a method but in the preparation and orientation of teachers into a new ideology specific procedures have been suggested as described here. None of these is mandatory. Each teacher is free to make her own adaptation or contribution, providing she does not violate the underlying philosophy—that of separating reading from oral speech and of making it a new thought, rather than speech, language.

Miss Gillies is principal of the Onahan School, Chicago, and has directed a non-oral reading program for five years. In a recent letter she says, "As I re-read this article, I realize that we have failed to mention many pertinent factors and essential conditions that are quite obvious to us and inherent in our teaching and learning situations. We have only indicated how we use these situations to produce a felt need for reading and how we attempt to meet this need. It is our way of meeting the need that is unique—hence that part of the school experience was stressed here. Believe me, our classrooms are places for vital living and not mechanized situations."

THE NON-ORAL teaching of beginning reading was initiated in Chicago as a

means of preparing readers for what is, in a fashion, and what should genuinely be, an age of reading. We believe that the universal attainment in the schools of extremely efficient and rapid reading habits would release influences powerful enough to transform society. The schools do not now attain such habits. Too often, instead, they turn out shrinkers from print who create the enormous demand for pictures—moving and tabloid—which can be assimilated passively without greatly disturbing the intellect.

Even leaders in education have often called oral language natural and printed language artificial, a distinction quite invalid. In race history the discovery of the alphabet and the discovery of the use of speech were both perfectly natural. They have told us, too, that a printed name, which they call artificial, cannot be associated directly with an object but must first be translated into spoken word, which they call natural, as an intermediary. This assertion will not bear an hour's investigation. Even deaf children who have no oral words to use can acquire a printed vocabulary with astonishing ease.

These outworn theories have shackled on us the pernicious habit of always responding to printed words with spoken words or sentences, perhaps silenced to inner speech, but still with the slow and needless accompaniment of throat motions. In silent reading it is as sensible to go through a complicated series of arm and finger movements as to go through a still more complicated series of movements of

throat, lips, and tongue. We should respond to print, not with useless movements, but with meanings and only such movements as help function to constitute the meanings. Most people, even those taught by "silent reading" methods, never get over the vicious habit of inner speech but keep saying inwardly all they read. Such silent reading should be called "inaudible reading." Naturally, it is done with a sense of effort and strain and reading comes to be avoided when possible. In natural reading no words are said and there is no burden of inner speech, which is as complex as playing a piano, but the seen words are effortlessly saturated with meaning. If this desirable habit is ever to be acquired, it must be at the beginning of reading experience.

Because non-oral reading is extremely simple, involving only the association of print with ideas in a situation where the print really functions, it is easy for children to acquire and easy for the teacher to direct. Because inner speech, as our experiments have shown, can go little faster than oral speech, inner-speech readers, unless they can be freed, are lifelong slow readers and consequently avoiders of reading. Because in all teaching of non-oral reading the symbol always functions in a life situation, like language in childhood, the meanings are immediate and dynamic and reading is an intense and absorbing process. Not shackled to the plodding rhythm of inner speech, reading takes wings and the eye is unretarded as it sweeps across the lines of print.

But are we to abandon the great values of oral reading? Decidedly not. We first establish non-oral reading as the lifelong fundamental reading habit. When it is established, we find that with little practice the oral reading of those taught non-orally is actually far more fluent and expressive than that of pupils taught oral

reading from the first. The reason is that orally-taught pupils follow the process: print-image, oral response, meaning; a slow process too often stopping, as all teachers of reading know, at the barren second step.

The non-orally taught pupil follows the simpler process: print-image, meaning, oral speech if needed. He gets the meaning first and uses oral words only when reading aloud. Inner speech should not be used except when the pupil later acquires ability silently to savor a poem or a beautiful passage of prose. He always has his "third speed," though, for the long factual or narrative stretches of level road. He can lay aside all useless baggage and make speed. Orally-taught pupils travel slowly, as in "first speed," or perhaps at times, in "second" because they have a truck-load of useless freight to carry, namely, inner speech.

The Non-oral Reading Plan

The non-oral plan is spreading rapidly in Chicago and hundreds of schools are now using it in all classes in beginning reading. Carefully tested experimental classes have shown results in speed and comprehension well above those reached in classes taught by oral reading methods.¹ In addition to present results we are sure that these children go forward with the precious and almost ineradicable habit of reading by eye only. We have likewise reason to believe that these children will not in later grades clog the remedial classes in reading.

The non-oral technique involves some important modifications of classroom procedure. The ultimate aims, however, beyond the reading field are consistent with the best modern practice in the endeavor to promote generally the growth and de-

¹ James E. McDade. "A Hypothesis for Non-Oral Reading." *Journal of Educational Research*, March 1937, 30: 489. Annual Report of the Superintendent of Schools, Chicago, 1937-1938, pp. 32 to 44.

velopment of children, to respect their individuality, and to provide varied worthwhile experiences to broaden and enrich their living. Reading enters, not as a new skill toward which the earlier activities were pointed, but as an added mode of communication at once deepening and widening the scope of older experiences and opening the door to new and wonderful fields where vivid and satisfying meanings come to pupils rapidly through the eye only. Reading thus functions from the very first and is never mere drill.

The kindergarten provides a background of experiences which later make reading meaningful. This enriching of experience is continued and extended in first grade. A wider range of experiences encourages a more extensive speaking vocabulary and promotes facility in expressing ideas. A free informal atmosphere is maintained. Clear articulation, careful pronunciation, fluency and freedom in the use of spoken language are emphasized concurrently with clear articulation and careful pronunciation. Especially when reading is done silently must there be increased opportunity for oral expression and increased vigilance that every child gain power and effectiveness in expressing his thoughts clearly and correctly in speech.

Reading and Speech Separate

The non-oral approach to reading not only permits but demands a rich environment. After the clear recognition and acceptance of the basic principles and ways of realizing them correctly, the teacher is free to adapt the work to her own situation. She is asked to teach beginning reading as a new language, an "eye language" quite apart from the familiar "ear language" children already know; to use each language freely, namely—speech-hearing and print-reading—but to keep them apart, and to be sure that printed symbols func-

tion and so are always immediately associated with meaning, but never with spoken words.

Prior to the actual reading periods there are at first oral development lessons. Care is taken in this lesson that all words, phrases or sentences employed are used meaningfully in oral speech and so are fully understood, and that they are correctly pronounced and freely and naturally used by all members of the group. Pictures or objects illustrating the words or phases may be displayed for association with spoken words, but printed matter is rigidly excluded.

In the later non-oral reading lesson all response is by acting, writing, or dramatization or is given in answer-sentence form which may be oral or in print. In short, the response is a lived or acted meaning. Oral reading is rigidly excluded. Reading is a process of *understanding* symbols seen; not a process of *naming* them. The child must never see a word and then say it. This bond must not be formed, because it is a vicious procedure to teach a child to read in such a way that all his life his reading may carry the attention-burden and speed-burden of oral speech. These obstacles alone are responsible for a major part of the necessity for "remedial" reading and for all the lost motion it entails, not only in the school but in later life.

Using Common Objects

Beginning lessons may be based on the common objects in the room. Labels to be placed on the objects for a moment serve to introduce the child to printed words for table, clock, window, or desk. Individual competence is developed from the very beginning by the use of the dictionary, which may be a list of words on the board, on a chartsheet, or on a small card which the pupil may use on his desk. Beside each word is a picture giving its meaning. Or

the dictionary may be a table on which appear numerous objects, perhaps a miniature, each with its name in print near it. Thus the child may teach himself, a privilege responsible for the independence and keen interest that uniformly attends non-oral reading. Note that the pupil never has occasion to say the word but only to get its meaning by a swift glance. The classroom becomes a fascinating place bristling with interest and full of materials which extend and enrich the experiences of the growing child in a wholly natural way.

One of the first exercises may be the recognition of the printed names of these familiar objects and the placing of name-cards on the proper objects. To these nouns may soon be added a few simple action words such as run, skip, jump, walk, hop. Demonstration of the appropriate actions, a picture dictionary, and word-cards will introduce these words. Always the object, action, or picture gives meaning to the printed symbol which is never used except functionally to express real meaning.

Very soon the nouns and verbs can be combined into simple sentences such as "Walk to the door" or "Run to the table." The sentences may be written on the board by the teacher in manuscript writing. The work is silent. Ability to perform the action is evidence of comprehension. Further practise is possible if word-cards with inch-high letters are prepared and competent pupils are permitted to assemble sentences to be read and acted upon. Vocabulary work may be introduced by permitting one child to point to an object or picture while another child places on it the correct name-card. If he can not do it he must use the dictionary. He must not be told and he must absolutely never be permitted to fail.

A unit of experience built around a center of interest such as the home, the

school, the park or the circus is an excellent means for introducing new situations, for extending the vocabulary, and for making print-language function. This procedure was found helpful in using a farm unit. A large number of small wooden objects representing farm buildings and animals was assembled. Small dolls represented people and were used in the teaching of such words as boy, girl, brother, sister, mother, father, woman, and man. A dictionary table was arranged on which objects with name-cards were accessible to the children. Sentences such as these were written on the board, "Build a fence around the house, Joan." Or, "Place a cow under a tree, Teddy." With duplicate objects these directions are followed. If a child does not know a word, he goes to the dictionary table to find its meaning.

Small tables for playing a game may be placed in the corners of the room. Groups of two children play. The cards include nouns, verbs, and prepositions, or phrases such as "near the barn." One child assembles the sentence; the other performs the action. Each table is provided with a picture dictionary for self-help. Large picture dictionaries hang about the room. In addition, each child may have his own dictionary—a notebook in which he mounts pictures representing the words he has mastered. The *Gates Reading Vocabulary for the Primary Grades* and similar lists are used as check-lists for words to be learned, although none is followed rigidly.

Asking Questions

Not all the work is done with objects. Questions requiring oral responses have been used, the child giving the response but not reading the question aloud. Thus: "What is your name?" "How old are you?" "Where do you live?" "What is your telephone number?" The correct response, oral or written, indicates comprehension.

Another unit may introduce the telling of time. A card-board clock-face with movable hands is used. Turning the hands of the clock to the correct position indicates understanding of some of the questions. Such questions as these may be printed on the board: "At what time do you go to bed?" "When do you get up?" "At what time does school start in the morning?" "How many seconds are there in a minute? Write the number in a square."

A weather chart, carefully kept by a second grade class, was the basis for the following problems: "One day was cloudy and cold. We did not have recess. Find the day and date and write them on the board." "One day was rainy. Draw an umbrella in a triangle and put the date on it." "Find a good day for drying clothes. Put the day and date on the board."

Introducing New Words

New words are introduced by appropriate illustration or demonstration. In and on, over and under, and others are demonstrated often in response to phrase-cards such as "over the desk" or "under the piano." The pupil holds his hand or places an object in the position indicated. In no case is such a word used except in a phrase or sentence. Many adjectives are introduced in pairs, for example, "a big box" and "a little box." Many verbs can be taught in a similar manner, always in actual or implicit sentences, and always in meaningful situations.

Other new words are mastered as the children work with pieces of reading arranged as individual silent reading units. The child can accomplish as much in his own study time as he can in the classwork time if he is provided with suitable units of work so arranged that he can do them by himself. *Individual Units for Silent Reading*, published by the Plymouth Press, Chicago, Illinois, are suitable for this purpose. With each unit there is a dictionary

for self-help, but mastery is evidenced only by ability to complete the entire unit without reference to the dictionary. Original seat-work has been made by the teachers to supplement these exercises.

There has been no teaching of phonics or phonetic elements which centers attention on meaningless parts of words and shuts out the meaning. On the contrary, the effort has been made to increase eye-span by the mastery of increasingly longer groups of meaningful words. Thus: Door. Open the door. Open the big door. Open the big door at the back of the room. A quick response being required, the pupil's recognition of the group of visual words is too rapid for oral or inner speech, and the reading is done by the eye only.

It is to be reiterated that everything the child reads should function in the situation and have meaning for him. Prepositions, articles, conjunctions, and other "little" words that have no meaning in isolation always become meaningful through the context. The object is, of course, to teach children to read eagerly and rapidly for meanings, to avoid word-by-word reading, to reduce the number of eye-fixations, and to imbue all reading with coherence and significance.

Activities Which Stimulate Reading

Many classroom activities produce situations in which there is a genuine need for communication. Reading may easily and naturally develop in these situations. One of the children had a birthday. Her mother brought a cake to school and the children had a party. The teacher decided to utilize the interest thus aroused. Materials for a party were assembled, such as paper plates, cups, and napkins. Picture dictionaries were prepared, as well as cards containing sentences relating to the party. The children had "play" parties for a number of days. The host or hostess would hold up the sentence cards and the other children

would perform the action. Such sentences as these were read easily: "Come to my party." "Please pass the plates."

Books are made available to children to read when they can, which will be as soon as they partially comprehend the text and find pleasure in it. Oral discussion, picture dictionaries for special books, presenting new words by the non-oral technique, or guide questions are a help. One second grade class stimulated interest in books by the organization of a room library. An excursion to the school library and to the local branch of the public library preceded the project. Materials adapted to the ability of the children were then assembled and classified according to grade level and interest grouping. Wide reading was encouraged. The free reading was supplemented by assigned reading in which the teacher checked for comprehension.

The amount of voluntary reading by children in these classes and the variety in their choices indicate a genuine interest in reading. Their desire for factual as well as

for story material may prognosticate future increased interest in serious reading. Written compositions and class discussions disclose unexpected ease and maturity of expression. Independence in word recognition has grown steadily, the picture dictionary being supplanted now by the increasing power to find meaning in configurations, varying word forms, number and tense changes, compound words, or words within words.

Objective evidence and comparative data as to accomplishment on standardized tests are available. These results alone serve to justify the procedure. Even more convincing are the intangible and unmeasurable results apparent in the reactions of the children, their business-like alertness and eagerness, their poise and independence, their unusual competence in reading, and their extraordinary love for books. There is sufficient evidence of pupil purpose, activity, and progress to convince us that a definite contribution has been made to the teaching of primary reading.

The Child As a Consumer

(Continued from page 340)

ceptance among school people when it represents a description or interpretation for a whole field of sales activity rather than for a particular company's program. Other things being equal, trade association material would thus be preferable to that of a particular company. The use of material prominently featuring a company name occasionally lays the school open to charges of partiality. Professional associations and agencies of government frequently have a wide variety of educational materials in the field of their special interest.

Advertising material is acceptable for school use with very young children to the extent that it is a faithful presentation of facts and avoids the tricks of propaganda. As children mature, schools also have an

obligation to assist them in the recognition of misrepresentation and extravagant claims. Curriculum materials in modern programs are used only if, as, and when they serve naturally as a part of a desirable experience. It is obvious that insistence on the part of advertisers or special interest groups for the inclusion of specific materials in an educational program will lead to a policy of general exclusion. Schools quite generally refuse to be exploited by requests to serve simply as distributing agents for commercial advertising designed for children and parents.

Producers, parents, and teachers are thus seen to have a joint interest and obligation in assisting today's children to be better consumers today and tomorrow.

Across the Editor's Desk

The May Issue

THE EXECUTIVE BOARD is trying out a new procedure this year for publishing an account of the A.C.E. Milwaukee Convention. The May issue of *CHILDHOOD EDUCATION* will contain a four-page general account of the convention; major addresses will be published in next year's issues, chosen as they fit into the theme for a particular month, and study class material will be utilized in the same manner. Immediately following the convention, the interpreters' summaries of the study class discussions will be prepared in mimeographed form and mailed directly from Milwaukee to those who have deposited addressed envelopes and correct change with the study class hostesses. It will be necessary to postpone publication of the May issue until after the convention so that the report can be included. You will receive your copy about May tenth instead of May first.

Federal Aid For Education

THE FEDERAL AID for education bill, favorably reported to the Senate by the Committee on Education and Labor during the last session, has not yet reached the floor for discussion. Action on it during this session is problematical. In the House, the companion bill introduced by Chairman Larrabee of the Education Committee remains in committee. Incidentally, the committee has not met formally since its organization in January, 1939.

Says Senator Thomas, "The need for Federal aid to education is being proved every day. The theory of the bill in granting aid on a basis of need rather than on a matching arrangement with the states is contributing much to a better theory of State-federal relationships covering joint activities. The bill is on the Senate calendar. It has attracted the opposition notably of Senator Taft who is stressing his opposition as presidential candidate. Federal aid will come because Government moves in line of real necessity, and this is an outstanding one."

A Floating Schoolhouse

FROM NANCY A. CRAIG, British Columbia, comes a delightful account of her floating camp school, which with all the other buildings of the floating village is towed from

place to place wherever the men are busy with logging. Here is Miss Craig's description of her unique environment:

"We are moved from one inlet to another as logging operations require. When one limit is logged off, away we go to another. These long, narrow inlets that indent the coast of British Columbia are all very much the same—great towering mountains shearing off into the water and covered with timber to the water's edge. Here and there are pockets of valuable timber.

"This village is composed of several houses, a store, a workshop, several odd buildings, the 'donkey' and its float, and last but not least the schoolhouse. Each house is built on and is surrounded by a float of logs. The part not covered by the house is well planked. Each float is securely cabled to its neighbor but at any time it may be unstrapped and towed away separately. Along the whole length of the camp is a wide floating walk which affords easy access from house to house."

The schoolhouse has room for sixteen pupils, is painted cherry red with green roof and white window casings, is equipped with an organ, and hot and cold running water. While teachers in American cities have to consider the hazards of automobiles, imagine having to tie Tommy and Susan into lifebelts before permitting them to play games. "Children must play, and in their wild games of tag and such like, one or more may fall in, which calamity often happens," says Miss Craig. Of course, those who know how to swim dispense with the lifebelts. "I love the life on this floating community. There is 'something' about it. To quote Masefield, 'A road without earth's dust, is the right road for me'."

New Bulletins

A SERIES OF THREE bulletins on safety education issued especially for teachers in elementary schools is now available, and may be obtained from the National Education Association at twenty-five cents a copy, or in percentage reductions in lots of ten or more. The titles of the three bulletins are: "Units in Safety Education" for grades one and two, "Problems and Topics in Safety Instruction", and "Visual Aids in Safety Education."

A. C. E. Convention

DATE: April 29-May 3, 1940.

PLACE: Milwaukee, Wisconsin

THEME: "Broadening Educational Opportunities in Your School"

HEADQUARTERS: Schroeder Hotel

STUDY CLASSES: *Director*—Edna Dean Baker, President, National College of Education; *Assistant*—Ruth Kearns, Public Schools, Winnetka, Ill.

Problem A. Improving the health of school children

Chairman: Mary E. Murphy, Elizabeth McCormick Memorial Fund, Chicago, Ill.

Assistant: Amy Hostler, Cooperative School for Teachers, New York, N. Y.

Class 1. Home-school problems, professional services, environmental factors affecting health
Leader: Mary E. Murphy, Chicago, Ill.

Problem B. Providing for better personality adjustments

Chairman: Ethel Kawin, Public Schools, Glencoe, Ill.

Assistant: Margaret Cooper, Illinois State Normal University, Normal, Ill.

Class 2. Teaching reading and language in relation to pupil needs, experience, and ability

Leader: Marion Monroe, Pittsburgh, Pa. (invited)

Class 3. Newer practices in teaching arithmetic

Leader: Harry O. Gillet, Chicago, Ill.

Class 4. Classification and promotion practices; records, rating, and reports

Leader: Maud E. Johnson, Rockford, Ill.

Class 5. Pupil, parent, teacher relationships as they affect behavior

Leader: Ernest Osborne, New York, N. Y.

Problem C. Caring more adequately for individual differences

Chairman: Helen M. Robinson, Orthogenic School, University of Chicago, Chicago, Ill.

Assistant: Ruth Updegraff, University of Iowa, Iowa City, Iowa

Class 6. Experimental programs for gifted children
Leader: Fred G. Bishop, Two Rivers, Wis.

Class 7. The exceptional child and remedial measures
Leader: May Bryne, Minneapolis, Minn.

Class 8. Newer developments in the field of mental deficiency

Leader: Samuel A. Kirk, Milwaukee, Wis.

Class 9. Emotional instability

Leader: Mandel Sherman, Chicago Ill. (invited)

Problem D. Studying child development in relation to school procedure

Chairman: Helen Koch, University of Chicago, Chicago, Ill.

Assistant: Chloe Millikan, Maryville, Mo.

Class 10. Promoting physical development and growth in intelligence

Leader: Paul Witty, Evanston, Ill.

Class 23. New emphasis in teacher education.

Class 11. Evaluating social and religious outcomes of teaching

Leader: Willard Olson, Ann Arbor, Mich. (invited)

Problem E. Enriching your curriculum

Chairman: Helen Heffernan, Sacramento, Cal. (invited)

Assistant: Ethel Woolhiser, Northern Illinois State Teachers College, DeKalb, Ill.

Class 12. The place of social studies in the curriculum
Leader: Agnes Adams, Evanston, Ill.

Class 13. New discoveries in the field of science

Leader: David W. Russell, Evanston, Ill.

Class 14. Creative opportunities in art, music, and the dance

Leader: Satis Coleman, New York, N. Y. (invited)

Class 15. Contemporary juvenile literature

Leader: May Hill Arbuthnot, Cleveland, O.

Problem F. Planning an elementary school program for your own local community.

Chairman: E. T. McSwain, Northwestern University, Evanston, Ill.

Assistant: Elizabeth Guilfoile, Public Schools, Cincinnati, O.

Class 16. Conducting community surveys and utilizing community resources

Leader: John DeBoer, Chicago, Ill. (invited)

Class 17. Meeting community needs through programs of adult education and new programs in early childhood education

Leader: Willard E. Goslin, Webster Groves, Mo.

Problem G. Emphasizing democratic procedure in the school situation

Chairman: Carleton Washburne, Public Schools, Winnetka, Ill.

Assistant: Jennie Wahlert, Public Schools, St. Louis, Mo.

Class 18. Living democratically with children

Leader: Lucy Gage, Nashville, Tenn.

Class 19. Practicing democracy as teachers and administrators

Leader: Jean Betzner, New York, N. Y.

Class 20. Problems in local and state control of schools

Leader: Harry B. Nash, West Allis, Wis.

Problem H. Developing an adequate legislative program for your school

Chairman: Merle Gray, Public Schools, Hammond, Ind.

Assistant: Julia L. Hahn, Public Schools, Washington, D. C.

Class 21. Securing accurate information and cooperative action; planning a long range program

Leader: Merle Gray, Hammond, Ind.

Problem I. Preparing teachers for the schools of tomorrow

Chairman: Gordon Mackenzie, University of Wisconsin, Madison, Wis.

Assistant: Chloe Millikan, Maryville, Mo.

Class 22. Opportunities for teachers in service

Leader: Prudence Cutright, Minneapolis, Minn.

Class 23. New emphasis in teacher education

Book...

REVIEWS

Editor, ALICE TEMPLE

THEY ALL WANT TO WRITE: *By June Ferebee, Doris Jackson, Dorothy Saunders and Alvina Trent. Indianapolis, Indiana: The Bobbs-Merrill Company, 1939. Pp. 190. \$2.54.*

Teachers will welcome this new book which presents writing as a live and meaningful way for children to express their own ideas in their own way. It presents the pooled experiences of four classroom teachers who taught and guided nearly one hundred children at every level of the elementary school over a period of from two to four years. They tell how they taught children to write well and how they guided them to discover joy and satisfaction in writing.

The authors describe in detail experiences which these children have had for their writing, in their writing, and with their writing in a very vivid, intimate and convincing manner. They show development in power in writing on the part of individual children as well as growth in groups of children. They trace progress from meager beginnings to free and spontaneous expressions of ideas. They illustrate results of principles and practices in their teaching for individual children as well as for groups of children.

Emphasis is placed on the importance of maintaining a balance between "practical writing" wherein children write "to fulfill practical purposes," and "personal writing" wherein children write to fulfill creative needs and to share their creations with interested listeners. The field of "practical writing" in its very nature makes social demands on the children for improved skills and correct forms. Teaching and training, therefore, in skills and techniques run parallel with the children's growing needs. "Personal writing" serves its needs and its ends in the children themselves. They write what they want to say or tell, unhampered and uninhibited by cold skills and forms.

The book is richly illustrated with a great number and variety of children's stories, poems, letters, notes, messages, invitations, and para-

graphs of informational content. Chapter V gives detailed accounts of procedures and progress for seven "case studies" to show growth of "seven different personalities," each over a period of four years.

Teachers will find throughout the book valuable suggestions for their own practices in what to do as well as in what not to do in guiding children to enjoyment in writing—*Laura Oftedal, University Elementary School, The University of Chicago.*

COMMUNITY SCHOOLS IN ACTION. *By Elsie Ripley Clapp. Illustrated with photographs. New York: The Viking Press, 1939. Pp. 447. \$3.75.*

Rarely does a book combine the intriguing fascination of a best seller with the challenge of a stimulating professional book, but that has happened in Elsie Ripley Clapp's *Community Schools in Action*. From the first paragraph of the Foreword, written by Dr. John Dewey, through the last paragraph of the book which states the purpose for which it was written, there is appeal to interest, challenge to thinking, and urge to activity.

The first chapter of the book describes a socially functioning rural school in Kentucky. The rest of it is a detailed running narrative of the school in the planned community of Arthurdale; or in the words of the author, "It was in Kentucky that we came to an understanding of the nature and functioning of a community school. In Arthurdale, West Virginia, we built a community school and used it as an agency in community education."

Regardless of one's opinion concerning the economic value of the entire project,¹ there is no denying the value of the school program in the lives of the people as based on the philosophy described in the book. "It was the needs of the people individually and collectively that described what, of all the things we might

¹ Editor's Note: For a critical examination of the entire Arthurdale project, see "Footnote on Arthurdale" by Millard Milburn Rice in *Harper's Magazine*, March 1940.

have done, was done", says the author, and the way these needs were met is expressed in the beginning statement of their recorded philosophy—"Faith in democracy and confidence in the ability of an enlightened people to govern themselves in economic and political affairs will be accepted as a fundamental doctrine. Consequently, democratic procedures will predominate in the administrative and instructional activities of the school."

Briefly, the curriculum program provides for pre-school, in-school and adult classes, unhampered by traditional and formal courses of study, with community activities as the laboratory for educative experiences—and with emphasis on the vocational life of the community.

How all these people, young, middle-aged, and old, with teachers, nurses, doctors, and advisors started "where they were" and worked out a shared program of living; how teachers grew in an understanding and appreciation for their job; how a dull pattern of life was polished until its inherent high lights shone; how the cultural heritage as expressed in folk ways, music, handcraft, arts, and historical tradition was recognized and used as the basis for contracts; how a new culture based on supplying vital human needs grew; these and other things are all vividly told in the descriptions of work and play, joy and sorrow, satisfactions and disappointments in the life of the people of Arthurdale. The book will be delightful for progressives; enlightening for traditionalists.

In closing the Foreword Dr. Dewey says, "The report is a demonstration in practice of the place of education in building a democratic life."—*Martha E. Thomas, State Department of Education, Columbia, South Carolina.*

SCHOOLS FOR DEMOCRACY. *Compiled by Charl Ormand Williams with the assistance of Frank W. Hubbard. Chicago: National Congress of Parents and Teachers, 1939. Pp. 239. \$.25.*

Because they were acutely conscious of the need for a better understanding of public education on the part of parents, taxpayers and others, the National Congress of Parents and Teachers published in 1934 a book entitled, *Our Public Schools*. By 1938 some thirty thousand copies of this book had been used in study groups, exhausting the edition. Hence the present volume, not another edition but a new book with "fresh viewpoint and a wider emphasis."

The fourteen contributors to this book include such well-known educators as Counts, Knight, Courtis, Reavis, Strayer, Studebaker, and Samuelson. Among the topics dealt with are: "The Growth of the American Public School;" "Teaching: Yesterday, Today and Tomorrow;" "How Public Education Is Organized and Administered;" "Lifelong Learning," and other equally important matters. "A Study Guide" provides questions for discussion and suggested readings.

It would seem that this little book is a real contribution, well designed to realize the hope of its authors and editor; namely, "that it may give such an understanding of the schools as any layman should have if he is to take his part in shaping the educational policy of the community." (p. 10)—*A. T.*

IT'S FUN TO LISTEN. *By Lottie Ellsworth Coit. Music by Ruth Brampton. New York: Harold Flammer, Inc., 1939. Pp. 47. \$1.50.*

The twelve musical selections in this book are designed to interest very young children in listening to music for the purpose of identifying certain measures expressive of sounds with which they are familiar. Among these are the peep, peep of baby chicks, the crow of the rooster, the buzz of the bumble bee, the sound of light raindrops in contrast to heavy ones, and so on. A brief "story suggestion" and a vivid picture in black, white and orange accompany each selection—to be used or not as the teacher wishes. Certainly most teachers will find their own appropriate ways of introducing these selections.

"These adventures in music listening form part of the training in the introduction to music classes for young children at the Eastman School of Music of the University of Rochester." They are the result of many years of work with children four to seven inclusive. It should be "fun to listen" for the musical interpretation of many of these experiences, and profitable as well, if the material is handled intelligently by the teacher.—*A. T.*

THE CHISEL-TOOTH TRIBE. *By Wilfred S. Bronson. New York: Harcourt, Brace and Company, 1939. Pp. 200. \$2.00.*

Here is a book which tells the young reader all about the appearance, habits, and activities of the many small animals of the rodent family—squirrels, chipmunks, prairie dogs, woodchucks, porcupines, hares, and rabbits.

Books...

FOR CHILDREN

Editor, MAY HILL ARBUTHNOT

LOG CABIN FAMILY. By Madeline Darrough Horn. Illustrated by Francis McCray. New York: Charles Scribner's Sons, 1939. Pp. 95. \$2.00.

Again, Mrs. Horn gives us a book, sincere in content and rarely beautiful in format and illustrations. The story consists of simple episodes in the lives of pioneer children: their play, their food, their adventures. There is little plot, but the incidents give a picture of warm family life and "Lady Bug" is an amusing heroine. For children seven to nine.

THE KING'S STILTS. By Dr. Seuss. New York: Random House, 1939. Unpaged. \$1.50.

Dr. Seuss never fails to provide an hilarious tale, slightly on the subtle side, but fun nevertheless. *The King's Stilts* is a little more labored than its predecessors but is gay nonsense.

Of course, the King never wore stilts during business hours but after a day of hard work what more natural than a monarch on stilts enjoying a little harmless recreation. Yet, such are the hardships of office in high places, that certain scoundrels begrudge even this innocent diversion to the hard working king. The stilts disappear; the King sinks into melancholy; the kingdom nearly falls apart. Eric, the faithful page boy, saves the day and we leave the King scampering off joyously on stilts.

FALCON, FLY BACK. By Elinore Blaisdell. New York: Julian Messner, Inc., 1939. Pp. 178. \$2.50.

Here we have the French countryside in the days of knights and ladies, with the noble sport of falcon flying as the center of the story. Anne de Hauteville is more devoted to her falcon than to the tapestry needle. When her bird is missing she is inconsolable. Her twin brother and a friend try to find it for her and Anne sets off secretly on the same errand. The boys are trapped by rogues, Anne falls into a gypsy camp and there is exciting action and suspense before the happy end.

LAND FROM THE SEA. By Edna Potter. New York: Longmans, Green and Company, 1939. Pp. 62. \$1.50.

Edna Potter's story describes the gradual change of the fishing island of Weiringen into a part of the agricultural mainland. This draining of the Zuider Zee affects the lives of the people as much as it alters the interests centered on boats and the sea. In the end they find themselves on a farm with a big plough horse instead of a boat. The pictures are beautiful. The story is interrupted with factual narratives but these are well done and the family is well described. This book will interest children seven to ten.

APPLEBY JOHN. By Sheila Hawkins. New York: Harper and Brothers, 1939. Pp. 93. \$1.75.

Here is a picture-story of a modern "silly" for children four to seven. It is amusing and the illustrations are delightful.

Nothing Appleby John did was right and most of the things he did were wildly wrong. The miller suffered the most from his daft ways and was about to turn him out but John's final performance was such a joke that it started the miller and all the farm animals laughing. Appleby John was forgiven and the miller forgot all about being bumped head first into a cart. Laughter and peace prevail.

ALL THE DAYS WERE ANTONIA'S. By Gretchen McKown and Florence Stebbins Gleeson. Illustrated by Zhenya Gay. New York: The Viking Press, 1939. Pp. 268. \$2.00.

Pioneer days in Deadwood City after gold has been discovered in the Black Hills, is the exciting background of this story. There are Indians, highwaymen, bank robbers, heroic characters but Antonia herself is the gay, quaint center of the book. Her escapades are amusing and varied. A fresh, lively story, based on real events, well written and absorbing! For children ten to twelve.

Among...

THE MAGAZINES

GUIDANCE OF THE INDIVIDUAL. By Howard Lane. *Educational Trends*, January-February 1940, 9:10-14.

Mr. Lane turns a spotlight of cold, clear analysis upon schools today and their service to individuals. He places human sympathy, defined as "appreciation and active concern for the welfare of others" as basic to human living. His list of human needs furnish criteria for all activities carried on in schools. While Mr. Lane had counsellors in mind in the preparation of this paper, it is difficult for him or the reader to separate teachers and counsellors in their service to children. Who can help but be challenged in his own stock-taking by this statement, "Once we find a child to be stupid, unstable, or from a poor home, the problem is solved. I am glad to observe the decline of this function in schools, and the rising prestige of the assumption that the adjustment and well-being of the child is the work of the school, not a requirement for the child's membership in it."

CHILDREN IN A DEMOCRACY. Reported by Beulah Amidon, Gertrude Springer and Kathryn Close. *Survey Midmonthly*, February 1940.

The entire issue is devoted to an analysis of the 1940 White House Conference on Children in a Democracy. The reports are much more detailed and complete than the daily press notices or the briefer accounts published in many current magazines. Personalities of the Conference as well as its findings and recommendations are presented.

DEMOCRACY IN THE CLASSROOM. By Rollo G. Reynolds. *Teachers College Record*, February 1940, 41:427-436.

Mr. Reynolds pleads for opportunities for children to live democratically in the classroom and offers many illustrations of classroom experiences in which children developed and accepted desirable values as bases for living, on "right action based upon sound knowledge."

WHAT PRICE MECHANIZATION? By Gladys Risen. *Progressive Education*, February 1940, 17:86-93.

The subtitle, "Some Notes on Arithmetic Learning in the Modern School," explains the theme of this article very well. The role of the elementary teacher is "to create an environment rich in potentiality for stimulating every child's response to the quantitative aspects of his environment and for so verbalizing his response as to facilitate the organization of his ideas." Miss Risen points out various ways in which teachers may use "the quantitative aspects of environment" and so build up a working understanding of the use of arithmetic and remove the bugaboo so frequently attached to this subject.

INTELLIGENCE TESTING TODAY. By Goodwin Watson. *Child Study*, Winter 1939-1940, 17:46-50.

This article appears as a report of a group discussion during a two-day institute held by the Child Study Association, in which Mr. Watson served as chairman with Walter S. Neff and Irving D. Lorge as speakers and a group of mothers as discussants. Questions about the purpose or function of tests, researches and experimentation in the field of that controversial topic, "the constancy of the I.Q.," and the effects of environment in modifying native endowment were propounded and discussed. Mr. Watson summarized the procedure of teachers, educators, and parents to be that of using "intelligence testing for *opening doors* and opportunities for children, rather than to close the door of opportunity for any child."

THEY AREN'T BORN CONSIDERATE. By Dorothy Blake. *Woman's Home Companion*, April 1940, 67:142.

In the rush of caring for children's needs it is easy to overlook some of their social habits. Miss Blake's suggestions for helping children grow in their consideration of the happiness and well-being of others are most practical.

Research...

ABSTRACTS

Editor, JOHN A. HOCKETT

THE INFLUENCE OF NURSERY SCHOOL EXPERIENCE ON CHILDREN'S SOCIAL ADJUSTMENTS. By Arthur T. Jersild and Mary D. Fite. New York: Teachers College, Columbia University, *Child Development Monographs*, No. 25, 1939. Pp. viii + 112.

Eighteen children ranging in age from just under three to almost four years were the subjects of this investigation. Each child was observed during the fifteen-minute periods soon after entering nursery school in the fall. Sixteen of the children were observed again in the spring for eight five-minute periods. Observational records were made and scores were calculated, representing the social contacts of each child. This score was a total of the number of half-minute intervals during which the child had one or more social contacts with another child.

Those who had previously attended nursery school were found to be more sociable at the beginning of the school year than those who had entered nursery school for the first time. The larger proportion of the social contacts of the former group was due to their relations with one or two special companions, carried over from the preceding year. Children new to the school gained rapidly in their social participation, even during the first few weeks. By the end of the school year, their social contacts were about as numerous as those of children who had attended during one or two preceding years. Through these experiences, children learned to defend their own interests, possessions, and activities against exploitation by others and to avoid unprompted aggressiveness by others. For the majority of the children, there was a decided increase in amount of social interaction during the course of a year. Two cases showed a decrease rather than an increase in social contacts.

Patterns of social adjustment varied considerably with different children; forms of behavior that are superficially similar sometimes serve very different functions in the case of

different children. One child whose contacts were largely aggressive in the fall showed a marked increase in social contacts in the spring, apparently due to greater security and enjoyment of the other children, but the number of aggressive contacts was greatly lessened. Another child made a low score in social contacts in the fall and rarely entered into conflicts because she yielded or withdrew. With greater security and satisfaction in the company of other children, her spring records revealed a six-fold increase in social contacts, with a marked increase in conflicts. These took the form of combatting the attentions of a child who had sought to dominate her and of protecting her own interests. A third child revealed fewer social contacts in the spring than in the fall, with an increase of conflicts. This boy had lost his hold on a child whom he tended to dominate in the fall. The insecurity and loss of self-confidence which followed this loss were accompanied by increased aggressiveness as he attempted to join the play of others. Conflicts followed when his aggressiveness was reciprocated.

THE INFLUENCE OF GENERAL SOCIAL STATUS ON SCHOOL CHILDREN'S BEHAVIOR. By N. Norton Springer. *Journal of Educational Research*, April 1939, 32: 583-591.

This study represents an attempt to secure evidence of the effect of home and community background on children's adjustments. One group consisted of 415 boys and girls from a neighborhood in New York City, characterized by slum tenements, heavy congestion of population, and low general social status. The other group was made up of 448 children from middle class families who lived in a good residential neighborhood, characterized by clean, modern apartment houses and adequate recreational facilities. The children in both groups were native-born whites, between the ages of six and twelve, enrolled in grades one to six

of New York public schools. The groups were considered equal in intelligence, as determined by the Goodenough "Drawing of A Man Intelligence Test". Teachers' ratings on the Haggerty-Olson-Wickman Behavior Rating Schedules were used to compare the two groups.

The pupils from the poor neighborhood showed a significantly higher incidence of undesirable behavior than the other groups. They also received less favorable ratings on intellectual, physical, social, and emotional traits. The ratings on the children from the middle class neighborhood are similar to the Haggerty-Olson-Wickman norms, but the slum group shows large and unfavorable deviations. The boys of both groups were given scores indicating the presence of more behavior problems and problem tendencies than the girls. The author concludes that behavior adjustment is closely related to the general social status of the individual.

ORAL AND WRITTEN WISHES OF RURAL AND CITY SCHOOL CHILDREN.

By George S. Speer. *Child Development*, September 1939, 10:151-155.

Two problems were investigated in this study, involving the consistency of expression of wishes by children and the types of wishes characteristic of different groups. The children included 65 boys and 50 girls in city schools and 37 boys and 39 girls in rural one-room schools. They ranged from 7 to 15 in age, and from grades three to eight. First, they were asked to write the answer to the question, "If anything you wished would come true, what would you wish?" Later, generally within two months, the same question was asked each child in a personal interview, and his answer recorded by an examiner.

The expressed wishes were classified in five categories, as follows: (1). The personal wish. This included such wishes as "that I could run fast," or "that I was beautiful." (2). The wish to have things, such as a pony, a dress, or a million dollars. (3). The wish to become something or someone; for example, an aviator, a cowboy, or a movie star. (4). Wishes for the benefit of someone else, as "that the cripple can walk again," or "that my grandfather's neck gets better." (5). A number of wishes for world peace made necessary this category,

which had not been anticipated by the investigator.

The percentage of children who expressed the same type of wish in the oral written statements ranged in general from 70 to 95 per cent. The rural children were slightly more consistent than the city children with respect to the first three categories listed, but much less consistent with regard to wishes for other people. Girls exceeded boys slightly in personal wishes, in the desire to have things, and in wishes for other people. Boys expressed twice as many wishes for world peace and almost twice as many vocational wishes as girls.

The wishes expressed by boys and by girls eleven years of age and over are compared with those under eleven. The older children of both sexes expressed more personal wishes than the younger ones. Younger children of both sexes expressed more wishes for things. The older boys expressed more vocational or desires-to-become wishes than older girls, and younger boys more than younger girls. The older girls expressed nearly twice as many wishes involving the welfare of other people as the older boys, although sex differences in this respect among the younger children were slight. Both groups of boys expressed twice as many wishes for peace as did the corresponding group of girls, the older groups being more concerned with this problem. The approximate percentage of wishes classified in each of the five categories for all pupils is as follows: personal, 13 per cent; to become, 8 per cent; to have things, 67 per cent; for other people, 9 per cent; for world peace, 3.4 per cent. Ninety-six per cent of the wishes were for immediate rather than future values.

Although girls expressed more wishes for things, boys' wishes for money were twice as numerous as those of girls. Boys were much more specific in the amount of money desired and wished for much larger sums than the girls, their median request being a million dollars in contrast to fifty dollars for the girls. Several girls wished for love, but none for a husband. Several boys wished for wives who met various criteria but no boy specified a wish for love. The author finds that the age and sex of the pupils make more difference in the type of wish than cultural and social variations. These latter influences are reflected in the specific things wished for.

News . . .

HERE AND THERE

New A.C.E. Branches

St. Cloud Association for Childhood Education, Minnesota
Fayetteville Association for Childhood Education, North Carolina
High Point Association for Childhood Education, North Carolina
Statesville Association for Childhood Education, North Carolina
Zanesville - Muskingum County Association for Childhood Education, Ohio
Camilla Cobb Association for Childhood Education, Utah
Provo Association for Childhood Education, Utah
Western Washington College Association for Childhood Education, Bellingham, Washington.

New A.C.E. Bulletins

In March the second 1940 membership service bulletin, *Growth Through School Living*, was mailed to contributing members of the Association and to presidents, secretaries and publications representatives of A.C.E. Branches. This 40-page bulletin, compiled by Claire T. Zyve, New York University, describes ways of grouping that free the child for progress at his own rate and within his own ability. It also suggests techniques of evaluating progress in arts and handicrafts, social understandings and actions, skills and appreciations. An introduction, "The Educative Process as Growth," by William H. Kilpatrick, and evaluations by Burton P. Fowler, Helen Hadley, and Louise R. Hughes, add greatly to the value of the bulletin. Price, 35c.

The 1940 edition of *Equipment and Supplies*, one of the Association's general service bulletins, is now available. Members of the national Committee on Equipment and Supplies, Frances M. Berry, chairman, have completed the revision of suggested lists of material for nursery school, kindergarten, and primary rooms, classified lists of approved materials and where they may be obtained, and a bibliography. The 40 pages include an advertising section and an alphabetical index. Price, 50c.

Order from the Association for Childhood Education, 1201 Sixteenth St., N. W., Washington, D. C.

Branch Forums

At 3 o'clock on the afternoon of April 30, Branch representatives from all parts of the country will meet in Milwaukee to talk about the work of A.C.E. Branches. Half an hour later they will divide into five groups to discuss specific problems of:

Local Branches of 1 to 50 members
Local Branches of 50 to 100 members
Local Branches of 100 or more members
Student Branches
State Associations.

Forums will be presided over by local, student, and state A.C.E. leaders. Here members of Branches or prospective Branches are to bring their questions on organization, procedures, programs, relations with the Association (international). This is the time set aside during the Association's annual conference for evaluating ways and means used and their effectiveness, and for reviewing goals and the progress made toward them. See that your Branch is represented at these forums.

Kindergarten Anniversary

The Los Angeles Association for Early Childhood Education recently celebrated the fiftieth anniversary of the kindergarten in Los Angeles, California, with a formal reception and tea. Honor guests were the pioneers and retired teachers of the kindergarten. During the golden jubilee the *Los Angeles Weekly School Teacher* gave the major portion of its space in the issue of January 29, 1940, to articles on the history, the curriculum, and the value of the kindergarten.

Opportunity Shared

William H. Kilpatrick, Teachers College, Columbia University, was guest speaker on the program of the Baltimore Association for Childhood Education on March 14. His subject was "An Educational Philosophy Basic to a Sound Program of Social Education." Members of the A.C.E. group shared the opportunity of hearing Dr. Kilpatrick with others by extending special invitations to the public school system,

private schools in and near Baltimore, departments of education in nearby colleges and universities and A.C.E. Branch members in Washington, D. C.

Summer Conference

The regional conference sponsored by the Massachusetts Association for Childhood Education, June 24-29, will have its headquarters at the Anne L. Page Memorial School, Wellesley College, Wellesley, Massachusetts. Applications for dormitory accommodations must be made before June 1.

Speakers at evening sessions include Payson Smith, Graduate School of Education, Harvard University, and Julius E. Warren, Superintendent of Schools, Newton, Massachusetts. Discussion in the nine study groups listed below will center around the general theme, "Child Development":

- The Child as a Behaving Organism
- The Contribution of the Language Arts to Child Development
- The Contribution of Reading, Writing, and Arithmetic to Child Development
- Child Hygiene
- Evaluating the School Program in Terms of Child Development
- Creative Expression in Art and Music
- Home-School Relationships
- Parent Education—The Contribution of the Parent to Child Development
- Curriculum Development for Child Growth

Further information about the conference may be secured from Frances M. Tredick, 100 Riverway, Boston, Massachusetts.

Tribute to Caroline Barbour

The Kindergarten Primary Department of State Teachers College, Superior, Wisconsin, and the Superior Association for Childhood Education invite A.C.E. Branches, particularly those in Wisconsin, Minnesota, and Michigan; former students and other friends of Caroline Barbour to join with them in a memorial fund in her honor. The fund will be used to place the name of Caroline W. Barbour on the Roll of Honor of the International Kindergarten Union, now the Association for Childhood Education, to which Miss Barbour for many years gave valuable service and of which she was president for two years. The Roll of Honor hangs in the Headquarters office of the Association in Washington, D. C.

The secretary of the Superior A.C.E., Betty Lemon, 1201 North 16th St., Superior, will give further information to anyone interested.

Allie M. Hines Memorial

As a memorial to Allie M. Hines, formerly primary supervisor at Cincinnati, Ohio, a fund has been established which will be used for underprivileged children, the interest nearest to her heart and to which she gave the greater part of her energy. Braces for crippled children, eye glasses and earphones are types of aid to be given from this fund.

A committee under the leadership of Hazel June Clark is endeavoring to enlarge the fund. Anyone wishing to contribute may write to Sara Gray Smith, Chase School, Chase and Apple Streets, Cincinnati, Ohio.

Organization Review

Forty national organizations and agencies working for the welfare of young children responded to the request for reports to be presented at the annual meeting of the National Council of Childhood Education in St. Louis in February. These reports describe some of the activities of the different groups and suggest ways in which the efforts of all groups can be coordinated and made more effective. The compilation, presented in mimeographed form to those attending the meeting, is available at A.C.E. Headquarters, 1201 Sixteenth St., N. W., Washington, D. C. Price 15c.

At National Meetings

Progressive Education Association: In cooperation with the Association for Family Living the Progressive Education Association called a convention in Chicago last month to study educational use and development of resources. There were museums and art galleries to be visited, a Polish settlement to be toured, the neighborhood of "hobohemia" to be explored. Schools showed children making use of their communities. Demonstrations illustrated the use of art, dancing, dramatics and radio as resource material. Consultation conferences, panels and sectional meetings made it possible to delve into the resources of many social areas and geographical districts and determine new means of utilizing them.

Louis Mumford, author, and contributing editor of *The New Republic*, struck the keynote of the meetings arrestingly when he included not only community facilities, people, national research material stored away in archives, natural physical phenomena, but also one's own handicaps as resources from which to build a fuller life and richer personality.

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This new book and the other books of The Alice and Jerry series will be on display at the April meeting of the Association for Childhood Education in Milwaukee.

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(Continued from page 380)

American Association of School Administrators: When the seventieth annual convention of the American Association of School Administrators met in St. Louis, Missouri, February 24-29, a new attendance record of 14,000 was established. Programs planned by the president of the organization, Ben G. Graham, Superintendent of Schools, Pittsburgh, Pennsylvania, stressed achievements rather than failures of the schools.

Those interested in the elementary field were especially pleased that the ninth general session was on "Improving Elementary Schools." Amy H. Hinrichs, president of the National Education Association, presided at this session. Topics discussed were: "Refining the Process in the Classroom," "The Principal and the Teacher," and "Curriculum Keeps Pace with Human Needs." Officers of the Department of Elementary School Principals of the National Education Association, the National Council of Childhood Education, and the Society for Curriculum Study, together with the Committee on Resolutions of the A.A.S.A., were platform guests at this session.

National Council of Childhood Education: Members of the National Association for Nursery Education and the Association for Childhood Education hold a joint meeting each year as the National Council of Childhood Education. The 1940 conference took place in St. Louis on February 26.

The topic for the morning session was "Facing Facts in Early Childhood Education." Speaking from the point of view of the school, Herold C. Hunt, Superintendent of Schools, New Rochelle, New York, said:

From early childhood . . . we are able to perceive the earliest examples of democratic practice. Afforded merely an opportunity, an outlet, the natural tendency is toward democratic participation. Given encouragement, the foundation is laid for the development of the active, cooperative, intelligent citizen. Such practice in democratic citizenship, begun with entrance into school, cannot but produce an adult confident and capable, prepared to carry on the traditions of which he is proud, fortified to build toward the new standards and goals in which he believes. Such is the recognized product of the modern school and through this adult will the ideals of democracy be continued.

Looking at legislative facts, Mary Dabney

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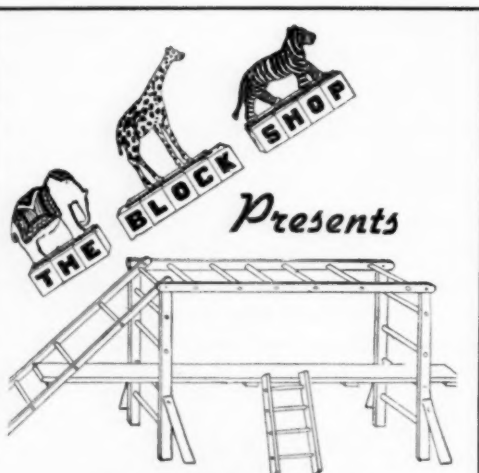
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Davis, U. S. Office of Education, Washington, D. C., presented three basic and immediate problems:

To remove the legal obstructions in many states which prevent the distribution of state and local general school funds for benefit of children under six.

To secure legislation which will require school boards generally to establish and maintain adequate and appropriate facilities when petitioned by a reasonable number of parents or citizens who desire such facilities for young children.

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Elizabeth Dyer, University of Cincinnati, a member of the Cincinnati, Ohio, school board presented the point of view of the community. She mentioned the confusion that exists in regard to the direction education is taking, the lack of participation by parents in making plans for the education of their children, and the necessity for teachers to interpret the schools to the public in a simple but dramatic way.

Then followed a panel discussion on "We Want to Know About the Five-Year-Old Child," led by Paul Misner, Superintendent of Schools, Glencoe, Illinois. Participating were:

H. K. Baer, Supervisor of Elementary Schools, State of West Virginia, Charleston.

Irene T. Heineman, Assistant State Superintendent of Schools, Los Angeles, Calif.

Worth McClure, Superintendent of Schools, Seattle, Wash.

Worcester Warren, Superintendent of Schools, Bridgeport, Conn.

William E. Young, Director, Division of Elementary Education, State of New York, Albany.

Although through a combination of circumstances time for discussion was greatly limited, points were interestingly made, definite, and might be summed up in the statement, "Give the child the educational experience he needs when he needs it, regardless of age or classification and regardless of the difficulties encountered in securing these experiences for him."

Following this the audience divided into three groups to discuss outstanding factors encountered when a community determines to provide educational opportunities for the five-year-old child. Worth McClure led the group on "Finance," Mary Dabney Davis the one on "Laws and Regulations," and William E. Young the one on "Reading and the Five-Year-Old." Interest in these practical problems was so keen that discussions proceeded beyond the scheduled luncheon hour.

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Sent to contributing and life members of the Association and to presidents, secretaries, and publications representatives of A.C.E. Branches, as a part of membership service.

EXPLORING YOUR COMMUNITY

Part One: How children can learn to use their communities. Teachers in different sections tell of experiences in developing community understandings with elementary school children.

Part Two: How the teacher can learn to use the community, thereby contributing to her better understanding and appreciation.

(Membership mailing, February, 1940)

Pages 32—Price 35c. Lots of 25 or more, 30c

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Describes ways of grouping that free the child for progress at his own rate and within his own ability. Suggests techniques of evaluating progress in arts and handicrafts, social understandings and actions, skills and appreciations.

(Membership mailing, March, 1940)

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At the afternoon session a symposium, "Robert's First Years in School," planned and led by Ethel Kawin, Glencoe, Illinois, Public Schools, gave a vivid portrayal of experiences a child might have in nursery school, kindergarten, and primary years in a "good" school. The evolution of fundamental and personal patterns of action and the influences of the home, school and community were shown through conferences of teachers, principal, pediatrician, psychologist and the child's mother. The symposium emphasized that all those concerned with Robert's development were working together in order that he might be a well adjusted child making satisfactory progress.

Three difficulties in the problem of extending a desirable type of educational experience to the younger child were discussed by George D. Strayer, Teachers College, Columbia University:

The tradition that children do not need to go to school and can gain no great advantage from school experience until they are five or six years old.

The firm belief of parents in the worth of the traditional school program which emphasizes the tools of learning.

The conviction that adding to the cost of the public school system by extending services to younger children is not now justified.

Said Dr. Strayer in conclusion of his address:

Parents and all other citizens must come to recognize the fact that the most significant period for education in the life of the individual has been completed by the time the child reaches the age of eight. They must come to understand that it is the height of folly to neglect this earliest period of education with the expectation that the deficiency can be made up later.

Members of the St. Louis Association for Childhood Education efficiently cared for the comfort of the large number who attended the meetings by arranging for ushers, meeting rooms and the buffet luncheon.

On the morning of February 27 the National Council of Childhood Education participated in a joint meeting sponsored by the Department of Supervisors and Directors of Instruction of the National Education Association. Others participating were the Society for Curriculum Study and the Department of Elementary School Principals and Department of Rural Education of the National Education Association.

In the afternoon N.C.C.E. members were the guests of the Department of Elementary School Principals at a general session.

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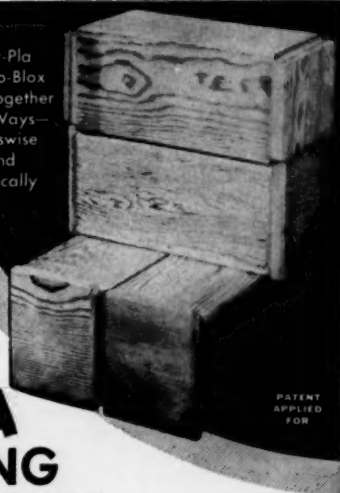
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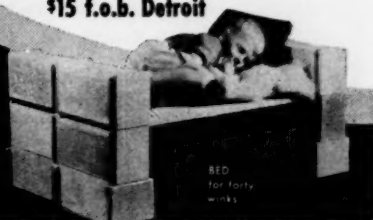
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Future Conferences

Association for Childhood Education: April 29-May 3. Milwaukee, Wisconsin. Headquarters, Hotel Schroeder. Theme: "Broadening Educational Opportunities in Your School." See page 372 of this magazine for outline of study classes. Secure further information from A.C.E. Headquarters, 1201 Sixteenth St., N. W., Washington, D. C.

American Home Economics Association: June 23-27. Cleveland, Ohio. Headquarters, Statler Hotel. Two general sessions, two business meetings, and many group meetings will be held. Other features are sight-seeing trips, an outdoor supper, special luncheons and dinners, commercial and educational exhibits. For information write to A.H.E.A. Headquarters, 620 Mills Building, Washington, D. C.

Department of Elementary School Principals, National Education Association: July 6-19. Madison, Wisconsin. Headquarters, University of Wisconsin. Theme: "Enriching the Elementary School Curriculum." Plans have been made for a series of demonstrations, opportunity for observation in the summer elementary laboratory school, general assemblies and seminar groups. Dormitory accommodations available until May 25. For information write to Eva G. Pinkston, Executive Secretary, 1201 Sixteenth St., N. W., Washington, D. C.

Department of Supervisors and Directors of Instruction, National Education Association: July 8-19. Evanston, Illinois. Headquarters, Northwestern University. Theme: "Understanding and Enriching the Interrelation of the Growing Child and Community Living." Mornings will be given to special lectures, school visiting and group study. Afternoons will provide group study, community excursions, consultation services, special movies. Forums, panel discussions, lectures, concerts and social events are planned for evenings. Dormitory accommodations available. Secure information from Ruth Cunningham, Executive Secretary, 1201 Sixteenth St., N.W., Washington, D. C.

Across the Sea

London, England: That there is some good in everything is indicated in this letter from Claire Soper, New Education Fellowship:

I hope you have been able to peep into the *New Era* magazine and get an impression of the general upheaval that is going on in education here, largely owing to the evacuation of the school children from the towns and the return to those towns of a large number of those same children. But there is quite a strong flow of vitality and new ideas in educational concerns. We seem to have learned a lot in a short time about the children and their parents that we did not know before. We may, as a result, be able to get changes in the elementary schools much sooner than would have been possible without all this stir—especially changes in the curriculum.

Geneva, Switzerland: The International Bureau of Education announces a resolution passed by its board of management on December 16, 1939, to place itself especially at the disposal of members of the teaching profession and students who are prisoners of war. It will en-

deavor to be useful to all those on whom devolves the duty of transmitting culture to the generation of tomorrow and who may be able to utilize the enforced leisure of captivity to prepare themselves for their future task, or to complete their studies. "Education," says the Bureau, "remains the one living force which, both during and after the war, can help in rebuilding the accumulated moral devastation."

The Bureau will welcome contributions from teachers' organizations, educators and others who wish to give tangible expression to their interest in this new work.

Federal Nursery Schools

At a recent training conference held for WPA nursery school teachers at Winthrop College, Rock Hill, South Carolina, Martha Thomas state supervisor of kindergarten and primary grades, led a discussion on "The Teacher's Role in the Nursery School." Those attending had an opportunity to observe and to participate in the Rock Hill Nursery School activities. In a nursery school "clinic" Winthrop students and WPA nursery school teachers brought their problems to conference leaders for discussion.

Interesting Happenings

Greeley, Colorado: A part of the observance of the fiftieth anniversary of the Colorado State College of Education was the naming of the laboratory school. The committee of fourteen faculty members selected from the names of living persons nationally known for their work in elementary education that of Ernest Horn, State University of Iowa, Iowa City, and the school will now be known as the Ernest Horn Elementary School.

St. Paul, Minnesota: The Child Welfare Institute of the University of Minnesota and the Summit School of St. Paul cooperated with the kindergarten department of the St. Paul public schools in a showing and interpretation of drawings and paintings by kindergarten children, February 23-26. A special program was arranged for the opening day at which Clifton Gayne, of the Art Education Department of the University of Minnesota, spoke.

Seattle, Washington: Teachers are experimenting with workshops, partly for the joy of handling the different materials. Recently seven evenings were spent on color and design, seven more on puppetry. The last seven were spent on calcimine, water color, show card paint and chalk, as used for murals and illustrations.